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ABSTRACT

The Classroom Organization Study, conducted in Austin, Texas, was designed to answer some very specific questions about establishing and maintaining classroom organization in low socioeconomic status elementary schools that results in greater student time on task, exposure to content, and achievement. The ultimate purpose of the study was to produce knowledge of specific teacher behaviors that produce effective management of time, instructional materials, contacts between the teacher and students, student participation in classroom activities, and the external constraints imposed on teachers. This report details the history of the study, the training course received by observers, and data collection activities, and summarizes preliminary findings from the study. More effective organizers appeared to: (1) have thought in advance about rules and procedures necessary and to have established them before problems arose; (2) be able to plan activities and procedures with a student's perspective; and (3) introduce independent work gradually. The instruments used by the observers are reproduced in their entirety. The study, from its inception to completion, covered a time period from the school year of 1976-77 to the end of school in the spring of 1978. (JD)

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Elementary School Classroom Organization Study:

Methodology and Instrumentation

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THE CLASSROOM ORGANIZATION STUDY:

Methodology and Instrumentation

The Classroom Organization Study (COS) was part of the Austin Independent School District Project (AISD Project), which involved collaboration and cooperation between three agencies:

1. The Research and Development Center for Teacher Education at The University of Texas at Austin (R&D Center);
2. The Austin Independent School District (AISD); and
3. The National Institute of Education.

During 1977-78, two major efforts were carried out through the AISD Project: the Classroom Organization Study, and assisting the District in the development of a Teacher Evaluation instrument. This study was designed to answer questions about effective instruction in low SES elementary schools by focusing on classroom organization and management, particularly those steps that are important at the beginning of the school year. This report details the history of the study, describes data collection activities, and summarizes preliminary findings from the study.

TIME LINE FOR

THE CLASSROOM ORGANIZATION STUDY

School year, 1976-77	Production by COET staff for AISD of a series of research reviews on effective teaching in low SES elementary schools.
Spring, 1977	Meetings with AISD administrators in the Division of Instruction to discuss possible research of mutual benefit.
Summer, 1977	Planning for a study to be done in AISD focusing on organization and management in third-grade classes with large proportions of students from low SES backgrounds. Meetings were held with principals from 10 elementary schools regarding the study.
August 22-26, 1977	Meetings with faculties of eight schools to discuss the study and obtain teacher participation.
	Observer training for 19 observers at the R&D Center.
August 29, 1977	First day of school. Observations in 13 third-grade classrooms.
August 29, 1977-September 16, 1977	First three weeks of school. Twenty-eight teachers in eight schools were seen by 19 observers for 243 observations of approximately 2.5 hours in length.
September 19-24, 1977	Observer debriefing. Observers filled out summary ratings and answered questions about the teachers they had observed.
October 6-26, 1977	First interviews of teachers, to collect information about beginning of school organization.
October 3, 1977-November 22, 1977	CBAM interviews of teachers.
November 7, 1977-May 30, 1978	Twenty-seven teachers observed by four observers for a total of 257 observations.
February 13-17, 1978	Reliability observations. Groups of two observers in the same classrooms.
May 19, 1978-June 28, 1978	End of school interviews of teachers.

BACKGROUND OF THE STUDY

Much work done at the R&D Center over the last few years by the Correlates of Effective Teaching Program (COET) has focused on classroom processes which related to achievement in the basic skill areas in elementary schools. This interest and general research background led to one component of the first year of the AISD Project in which the COET staff produced a series of research reviews on effective teaching in low SES elementary schools. (Other Center programs were also involved in other components.) The reviews included research done in Austin Schools by the Center, as well as work by researchers in other parts of the country. They covered the topics of in-service, classroom structure, teaching methods, teacher-student interaction, and the use of instructional time. Each was produced in two forms: a 15-20 page paper, and a 5-6 page version that summarized the highlights of the research. These reviews were disseminated in the AISD by the Center and by the AISD Office of Research and Evaluation (ORE) with whom the Center had worked closely in preparing the reviews. The papers were part of one of ORE'S priority efforts that year, which was the gathering of information for district personnel about research findings on instruction of low SES students. ORE prepared summaries for other topics, and the R&D Center prepared the reviews of research on classroom processes. The summaries were very well-received throughout the District.

One result of these summaries was that R&D Center staff met with AISD administrators in the Division of Instruction and then began to discuss how the Center researchers might be of furthur use to practitioners in the District. These contacts resulted in a list of research questions about effective teaching in elementary schools, especially low SES schools, which were of high concern to the staff of the Division of Instruction.

One set of questions on this list was about classroom organization and management. Since much past R&D research had yielded conclusions that these were extremely important facets of teaching, especially in low SES schools, it was decided that this topic could be most effectively researched by persons at the Center. Indeed, all of the research summaries prepared by the Center, and much original work done here, had expressed the importance of effective organization and management techniques which resulted in greater student time in academic tasks and greater involvement with and exposure to academic content.

However, very little was known about what specific teacher behaviors result in "better" organization. In particular, little information was available about what factors are most important in establishing a smooth-running classroom at the beginning of the year. A wealth of general advice is available that ranges from "Don't smile until Christmas" to "Have your room organized and ready on the first day of school." However, it was felt that such general statements were not sufficient to help a teacher learn effective organization, especially when (s)he has never taught before. General principles of instruction are useful, but they must be illustrated and supported by concrete examples if they are to be internalized by new and inexperienced teachers.

Therefore, the Classroom Organization Study was designed to answer some very specific questions about establishing and maintaining classroom organization that results in greater student time on task, exposure to content, and achievement. The ultimate purpose of the study was to produce knowledge that could be expressed in terms of specific teacher behaviors that produce effective management of time, instructional materials, contacts between the teacher and students, student participation in classroom activities, and the external constraints imposed on teachers. These topics also reflected specific district concerns. It was hoped that the study would also yield new ways of conceptualizing classroom organization.

After several informal discussions with AISD staff, a proposal was sent to the Director of Elementary Education which presented objectives which would be addressed by the study. This proposal follows this discussion.

The response to this proposal was very positive, and it was agreed to conduct a study during the school year 1977-1978, to focus on organization and management in third-grade classes in schools with large proportions of students from low SES backgrounds. Therefore, during the summer of 1977, planning for the study was begun. Three program areas in the Center were included in the Classroom Organization Study during the planning period:

1. The Correlates of Effective Teaching Program (COET) was responsible for designing the instruments for observation, training observers, and setting up observations in the schools, as well as conducting two interviews of each participating teacher.

2. The Procedures for Adopting Educational Innovations/Concerns-Based Adoption Model (PAEI/CBAM) Program was responsible for

interviewing the teachers in the sample using the focused interview techniques developed by them.

3. The Evaluation of Teaching Program (EOT) was involved in some of the quantitative data analyses of the study.

During the planning stage, COET staff members visited with principals and teachers in the District to solicit cooperation.

Principals in 10 schools were contacted and the proposed study was discussed with them. Generally, the reaction of the principals was quite favorable, and they arranged for a meeting with their third-grade teachers during the week before school.

Ultimately, 29 teachers in eight schools agreed to participate in the study. In the initial meeting with the teachers, the researchers explained the purposes and procedures of the study. A teacher handout describing the study and the teachers' role follows.

During the first week of school, one teacher decided not to participate, and after the first three weeks another teacher was dropped from the sample because she went on maternity leave and did not return to school. Therefore, the sample was composed of 27 teachers. Two of the 27 teachers were transferred to other grade levels (second and fourth), but observations of them continued in their new classes.

Throughout the data collection period, the researchers communicated with the teachers periodically to advise them of the progress of the study. On the whole, the rapport established with the teachers was excellent, and the observers were accepted in the classroom with few problems.

Correspondence with Participants

Teacher Handouts

Dear Teacher:

Since we hope that you and your third graders will be participating with us this year in the A.I.S.D. Classroom Organization Study, we would like to introduce ourselves and describe briefly what we hope to achieve in this project.

We will be sitting in on a number of third grade classrooms throughout the school year in order to observe different types of classroom organization. We are interested in seeing how Austin teachers organize their classrooms and manage instructional materials, instructional time, contacts with individual pupils, and activities. With the information we have gathered directly from classrooms we plan to formulate specific suggestions and advice on classroom organization which will be of practical help to other teachers, school district personnel, and teacher educators. In other words, we would like to see the AISD Classroom Organization Study complete the full circle from classrooms like yours back to many other classrooms.

We know that you have questions about the project and that you may want more information on which to base your decision to participate in this study. Below are answers to a series of likely questions, and we will also provide answers to other questions in person.

What is the background of the AISD Classroom Organization Study?

The study is a cooperative venture between the School District and the R&D Center for Teacher Education. The District has become increasingly concerned with the amount of real "learning time" available to Austin classrooms, and many individuals have become interested in how different teachers cope with outside constraints and organizational problems to provide the greatest amount of teaching and learning activity. These concerns echo the Center's long-range mission, which involves the Center in "developing principles and alternative strategies which different teachers can employ to maximize their impact on child learning . . . and in identifying the contextual factors in school and community which can inhibit or be organized to support teaching and learning."

Throughout our planning this summer we have been pleased that so many administrators, principals, coordinators, and teacher-consultants have expressed enthusiasm for such a study. Your principal was one of those who agreed to let us observe in third grade classrooms if the teachers wished to participate. Since we at the Center have always felt very strongly about the necessity for teachers and researchers to work together for the improvement of the classroom process, we are looking forward to working with you in the AISD Classroom Organization Study.

What is the focus of the AISD Classroom Organization Study?

The study will look at various ways in which teachers organize their classrooms at the beginning of the year and how they maintain their organization throughout the school year. Because of this focus we plan to undertake what we call "naturalistic classroom observation," which means that we will sit in your classroom for certain periods as quietly and unobtrusively as we can. We will be observing very intensively during the first three weeks of school and then periodically through the rest of the year.

For a number of reasons we have decided to conduct the study in schools which receive a significant amount of Title I funding or which are near qualifying for Title I funds. The study will involve about 35 third grade classrooms in Austin. We will concentrate on several areas of classroom organization: what are some definite techniques teachers use in handling instructional materials? how do they organize activities? and what are the internal and external constraints that interfere with a teacher's ability to create a "smoothly-running" classroom?

The study will analyze the information obtained from your classrooms in terms of specific teaching and organizational techniques which are seen as desirable trends. We believe that this information will be helpful to new teachers in the AISD or teachers who desire some specific suggestions on ways of improving their classroom organization.

What will I have to do if I participate in this study?

First of all, we wish to emphasize that it is your decision whether or not to participate in the Classroom Organization Study. Your principal has merely given us permission to contact you about the project. Naturally, as with any study of this nature, your privacy will be carefully protected and no confidential or identifying information about you or your classroom will be made available.

There are three activities which we will be asking participating teachers to undertake:

1. Observers allowed in the classroom 9 to 10 times during the first three weeks of school (probably for a half-day each time) and then once every 3 to 4 weeks thereafter (for a day or two half-days within the same week). As was mentioned previously, our observers have been trained to be as unobtrusive as possible in your classroom, and past research projects have proved this training to be quite successful. Estimated time required: none.

2. Participate in three interviews during the year. We plan to interview participating teachers after the third week of school, in January, and again in April. These will be short interviews focusing on your organizational techniques and your observations about your classroom. Estimated time required: one hour each.

3. Complete questionnaires. We plan to ask participating teachers to fill out short questionnaires twice during the study, once after the third week of school and again at the end of the year. Estimated time required: 30 minutes each.

What will I receive in return for participating in this study?

1. Honorarium for the extra time you spend during the year: We will pay each participating teacher $100.00 for time and effort; we hope to divide the sum for payments before Christmas and at the end of the school year.

2. Personalized feedback: At the end of the year you will receive personalized feedback based on our intensive observation of your classroom, and we would be happy, if you wish, to provide comments on the organizational and management processes which we saw throughout the year. We plan to structure our analysis of your individual classroom in the larger perspective of teaching and organizational trends observed in other Austin classrooms.

3. Written materials: You will receive copies of the results of the study as soon as they are available, along with other informal newsletters about the project.

SECTION II

DATA COLLECTION

SECTION II

DATA COLLECTION

There are several sources of information in the study. Each is described briefly, below.

Data collection was divided into four areas:

1. Classroom observations in the first three weeks
2. Teacher interviews and questionnaires
3. Classroom observations after November
4. Summary observer ratings.

Classroom Observations in the First Three Weeks

Each of the 27 participating teachers comprising the final sample was seen eight or nine times during the first three weeks of school yielding over 600 hours of observation. Approximately one-half of the teachers were seen on the morning of the first day, and the rest were seen on the morning of the second day. Each teacher was observed during both mornings and afternoons, with a ratio of about two morning observations to every afternoon one.

Observer training. Eighteen observers participated in this phase of data collection. Many of them were former teachers, some were graduate students already involved in R&D work, and others were R&D staff members. All observers underwent a week's training which emphasized the nature of third grade classrooms and the types of teacher and student behaviors which were important to note. Concepts and terms used in the study were defined and discussed (a copy follows). Observers also received practice and feedback based on their observations of video tapes.

The observation sessions in the first three weeks resulted in four types of information. Examples of the forms and instructions for their use follow this section.

1. The narrative record. While in the classroom, the observers maintained an extensive written record of classroom behavior, particularly that which involved organization and management. This narrative provided a chronology of the classroom events seen by the observer. The details recorded in the narrative were guided by 61 questions described below under "Follow-up questions." The narrative technique was used because of the large number of questions and variables under consideration, the need to preserve a coherent description of the sequence of behaviors and events, and the desire to obtain detailed anecdotal accounts of useful management strategies.

2. Follow-up questions to the narrative record. After completing a written narrative, the observer then supplied additional descriptions using the 61 questions. Answers to these were to have been included in the narrative when applicable. When information pertinent to a question had not been included in the narrative, the observers added the information on a special form, or else they indicated that a particular question was not applicable to that day's observation.

3. Student engagement ratings. Since the amount of student time-on-task was regarded as a "process" measure of management effectiveness, the observers took a count every 15 minutes of the number of students who could be classified in each of five categories of engagement:

a. On-task academic. The student was working on an academic assignment (e.g., writing an assignment).

b. On-task procedural. The student was performing a procedure or routine which was not academic in nature, but which was expected and desired by the teacher (e.g., lining up for a transition).

c. Off-task sanctioned. The student was not performing an academic or procedural task, but was still engaged in acceptable behavior (e.g., going to the bathroom).

d. Off-task unsanctioned. The student was behaving inappropriately for the setting or activity. Inappropriate behavior was considered to occur when classroom rules or procedures were violated, or when the student was not engaged in expected academic or procedural behavior.

e. Can't tell. When the observer could not confidently classify a student as belonging to one of the above categories, he or she was counted here.

These ratings were modified for observations conducted after November.

4. Component ratings. To supplement the narrative records, and give additional information about organizational and management behaviors, 32 ratings of selected instructional and managerial characteristics were made after each observation. These items were considered components of an assessment system of nine goal areas:

1. Assessing the needs and academic mastery of pupils
2. Designing lessons to achieve particular purposes
3. Locating, constructing, and using materials
4. Presenting information clearly
5. Developing skills and processes of reasoning
6. Developing positive attitudes

7. Managing pupil behavior

8. Interacting effectively

9. Demonstrating self knowledge.

This assessment system was included in the Classroom Organization Study for two reasons. First, the system provides high inference ratings in several domains important for management, and thus it has the potential for identifying global areas that differentiate various levels of capability in organizing and structuring classroom activities. Second, the use of the assessment system provides a way to relate this research study to pre-service teacher education, since an earlier version of the assessment system was developed by a committee of faculty from U.T. Austin, including one of the AISD Project staff. The system was used on a pilot basis in the elementary teacher education program at The University of Texas; research on this system will allow these pre-service criteria to be validated against teachers in the field.

Therefore, by the end of the first three weeks, each teacher had been observed at least eight times for at least two hours each visit, and each observation resulted in a detailed narrative, follow-up questions, student engagement ratings, and component ratings. These data provide the basis for an intensive examination of the beginning of school in a large number of classrooms.

Other Data Collected From Observers After the First Three Weeks

Each observer saw from two to five teachers several times each, and each teacher was seen by at least two observers. In order to get more general information from the observers each was personally interviewed by the principal investigators in "debriefing" sessions. The questions asked in these observer interviews follow.

TRAINING MATERIALS INTRODUCTION

This outline represents an intellectual framework to guide your observation of organization in the third grade classroom. To avoid the time-consuming task of specifying every conceivable activity in the classroom, this Narrative Guide is intended to help you focus upon the three major concerns of this study: How do teachers manage-- 1. materials, 2. environmental constraints, 3. behavioral contacts?

This narrative guide is not exhaustive in terms of possible classroom incidents. It is intended only to serve as a guide to use in preparation for classroom observation. It is not meant to be used as a checklist or as a set of specific questions to be answered. Preferably, the coder should study this narrative guide before entering the classroom. This procedure will permit the observer to attend to the classroom without hindrance (i.e., the need to be constantly referring to pieces of paper) while keeping the observer focused on the principles of this study.

Concepts and Terms used in the Classroom Organization Study

Several major sets of concepts are used throughout the materials given you and the discussion. They are ways of breaking down classroom events into categories which can be discussed, compared, analyzed, etc. Before getting into the fine details of writing a narrative and using the other measures, it would be wise to become familiar with these concepts.

Subject matter: the major categories of curriculum which are taught. Here are some you can expect to observe in third grade: reading, language arts, math, spelling, social studies, science, health, art, music, P.E.

Content: a finer definition of a curriculum subject. Content refers to the specific learning involved, and, when obvious, whether the learning is new or old. For example, reading content might be learning long vowel sounds or reading for comprehension. Math might include division with one-place numbers, multiplication of fractions, or learning to measure with the metric system. Social studies might include review of the chapter in the textbook on the family or learning the locations of the seven continents.

Activity: what the students actually are doing to learn the content. For the example listed above, the activities involved might be reading at the student's desk and answering questions on a ditto sheet, working math problems at the board in front of the class, listening to a teacher explanation, or measuring the desks in the room with a meter stick. There can be more than one activity at a time for a student. (For example, listening to a tape and responding to a worksheet at certain points on the tape).

Materials: all objects, equipment, and supplies used by teachers or students in learning activities. The only time the students are not using some material is when they are only listening to the teacher talk; the only time the teacher is not using some materials is when she or he is talking directly to the students without any props or equipment to help convey her or his message. Materials include books, overhead projectors, records and record players, maps, blackboards, fancy programmed instruction kits, home-made (by the teacher) worksheets.

Procedures. Procedures include any routine established by the teacher for the class to facilitate any activity that must be accomplished as part of the school day, but which is not directly related to performing academic tasks. A procedure is a set of guidelines about how to do something that has to be done on a regular basis. The most important characteristic of a procedure is that it has been planned and presented to the class as a way of doing something, and can supposedly be carried out without teacher direction on every occasion. The establishment of procedures by the teacher in order to get routine details taken care of is an important component of classroom organization. Therefore, one important objective of this study is to see what procedures teachers do establish and what they have to do to get them working.

Procedures may include collecting milk money, PTA money, getting pencils sharpened, paper and books distributed in the morning, moving the students through transitions, getting the students' work turned in, etc.

Rules. Rules are similar to precedures in that they are established agreements about behavior in the classroom, but they are more often definitions of what not to do, and they are not formed in response to necessary daily routines, as are procedures. Rules may include when talking is allowed, when it is appropriate and inappropriate to move around the classroom, no fighting, no chewing gum, etc.

Contacts. In this study contacts are defined as interactions between a teacher and an individual child. Three types of contacts, which can be described and discussed are: academic, behavioral, and procedural.

Academic contacts are interactions about some academic content. This includes questions to the student and information supplied by the teacher in response. In order for a contact to be considered academic, it must deal with the content specifically and not the student's work habits or behavior.

Behavioral contacts occur when the teacher corrects some child for a misbehavior.

Procedural contacts include all interactions about how to go about doing something in the classroom which don't result from some student misbehavior.

Transitions. Transitions are intervals of time between academic activities in which the primary activity is moving from one thing to another. This may include actual physical movement of students or it may be a matter of replacing some materials and getting out something else. Transitions can occur within the room, or they may involve movement of students in and out of the room.

Interruptions. In this study, interruptions are defined as events which distract the teacher and force his or her attention (and often also the classes attention) on some unplanned event. This might include a messenger coming into the room from the office, an announcement over the loudspeaker, a fire drill, a fight in the room between two students, and a student getting sick and being taken to the office.

"Dead Time". This is an interval of time in which a student or students apparently have nothing that they are supposed to be doing. They are either between activities, or have been left temporarily by the teacher with no provision made for their becoming involved in an activity.

CLASSROOM ORIENTATION

Structural orientation

What efforts have been made to organize the classroom environment? (10-15 minutes prior to the start of the first day) Bulletin boards used? How is furniture arranged? Map? General appearance of room?

Personal orientation

Introduction of students to a) teacher, and b) students.

Procedural orientation

(Consider, for example, procedures related to: a) classroom behavior, b) use of facilities, inside and outside room, c) procurement, use and maintenance of materials, and d) general classroom activities.)

What procedures and/or rules does the teacher outline for the students?

How does the teacher orient the students toward the procedures or rules?

(For example:

--How did the teacher introduce the procedure or rule to the students? Be specific in describing what she or he said.

--Was the procedure or rule established in response to a problem that arose, or was it done as a matter of course before any problems occurred?

--After introducing the procedure or rule by explaining it, what did the teacher do? Was there involvement of the students then in discussion of it or practice of it?

--How well was the procedure or rule followed the first time? What did the teacher do after its use for the first time?

How does the teacher orient the students to the daily schedule?

INSTRUCTIONAL EPISODES

Materials

Description

What types of materials are used in this episode?
(i.e., multisensory, homemade, commercial, media format used, etc.)

To what extent are the materials identical for each student?
(i.e., do all students have the same materials, are they all equally familiar with the materials, etc.)

Presentation/Use

What instructions are given (and who gives them) for use of the materials?

Did there seem to be any problems associated with using these particular materials?

Instruction

Beginning

How are the students organized for instruction?

(Whole Class--All students are attending to the same stimulus at the same time at the same rate.
Group--Students are divided into separate groups with the teacher moving between groups.
Individual--Students involved in independent work with teacher generally available for help.
Other--Combinations or unique situations.)

How does teacher indicate start of activity and move students into position?

[--Systematic?
--Students used?
--Time used? (delays?)]

What is the general subject for the lesson? What is the specific content? (i.e., math -- long division)

Middle

What method is chosen for imparting the information?

(discussion, lecture, group presentation, other?)

What interaction patterns occur within the lesson?

(Are students selected randomly, in any specific order, or are volunteers chosen? Are any sections of the class ignored?)

Is the teacher sensitive to student attention span and comprehension of subject matter?

What is the effect of the above on the lesson?

End

What is the method for concluding the lesson?

(test, summary, disorganized breakup, etc.)

BEHAVIORAL CONTACTS

Isolated or Specific Behaviors

What behaviors does teacher define as on- or off-task?

Teacher response to these behaviors.

Consistency of teacher behaviors.

Student reaction to teacher behaviors.

Interruptions

Classroom-based (behavior problems, sickness, etc.)

(--Cause
--Teacher reaction
--Student reaction, etc.)

Outside of Class (bell, fire drill, person entering, etc.)

(--Cause
--Teacher reaction
--Student reaction, etc.)

Lambert
August 23, 1977

Notes on Writing Clear, Concise, and Specific Observational Narratives

1. Select a writing and editing approach which is most comfortable and natural for you before you go into the classroom. If necessary, experiment with approaches deliberately during the first few days, but again, decide before you begin actual observation. You will have enough to do in writing the narrative, keeping the time log, tallying engagement ratings, and completing the Teacher Checklist.

2. Use materials like the Narrative Guide as a focuser so that you attend to and write about only those classroom events which have to do with classroom organization. Study and re-study the materials which tell you the purpose and focus of the research project -- especially the Narrative Guide and the Questions to Consider after Writing the Narrative--until this framework is a mental reflex. The narratives must be focused and specific in order to be useful; they should not resemble creative writing or stream-of-consciousness.

3. Be as concise and direct as possible without sacrificing completeness. Cut out "deadwood" and repetition -- remember that you have both a deadline and a space requirement, so that each classroom anecdote should be a short story, not a novel. Keep to the point with each anecdote: clear writing that explains and describes an event so that it can be used as data for further analysis should be both unified and coherent.

   Each anecdote is concise and direct

   but also has unity (everything you write about it ties together thematically and logically)

   and coherence (everything you write about in ties together sequentially or in some order)

4. Be as specific and concrete as possible. Think of yourself as an investigative reporter, so that each classroom anecdote, in order to be useful as data, needs supporting evidence. Supporting evidence is not lengthy overwriting, but specific detail.

   Ex. The teacher next explained housekeeping routines in a rather disorganized manner.

   What--exactly did the teacher say?
   How--did the teacher say it? (Paralanguage is as important as language.)

Why--was it disorganized? (what were the children doing? were there interruptions?)

5. Be as careful as possible to distinguish between your objective reporting and your subjective interpreting. The invisible or unobtrusive observer has its counterpart in impartial or clearly objective observing. By its very nature writing a narrative is more subjective--i.e., qualitative or evaluative--than completing more objective or quantitative checklists and other forms of coding. But you can separate clearly judgmental statements from the rest of your narrative through bracketing. You can also guard against purely subjective comments by supporting them with specific and concrete details.

   In thinking about objectivity versus subjectivity, remember the great usefulness of the narrative to this study. Not much is known about the first weeks of school when teachers transform classrooms with twenty-five unorganized children into places where efficient teaching and learning regularly take place. The guided narrative can capture an enormous amount of information, data which might be lost by a more limited and rigid coding sheet. Since this study will use both narrative (qualitative) and quantitative measures, observers hopefully will be able to capture the whole classroom--both the yoke and the white.

   Finally, here is one of the most sensible and accurate descriptions which contrast a more quantitative and a more qualitative method for data collection. Campbell (1974) describes the potential power of measures like observational narratives:

   > For quantitative read also scientific, scientistic, and naturewissenschaftlich. For qualitative read also humanistic, humanitistic, geisteswissenschaftlich, experiential, phenomenological,clinical, case study, field work, participant observations, process evaluation, and common sense knowing.

WORD LIST

The following short list of words is meant merely to assist the coder in writing classroom descriptions and narratives. The list is meant to encourage word choice and thereby to sharpen both observation and writing skills. The list is by no means exhaustive and is, in fact, intended less as a reference than as a heuristic tool.

assign
lecture
introduce
demonstrate
illustrate
organize
order
threaten
repeat
accept
reject
direct
divert
control
correct
disrupt
compliment
praise
reward
wander
whisper
laugh
criticize
embarrass
ridicule
discourage
encourage
reprimand
exhort
command
promise
exclude
ignore
point
discuss

discipline
disorganized
lost
chaos
hostile
selective
polite
cooperative
helpful
fair
warm
nice
tolerant
bored
sleepy
eager
clever
anxious
attentive
responsive
critical
humorous
creative
gentle
vague
house-keeping
seatwork
confused
clear
style
accomplish
effective
ineffective
effort
outburst

wasted
ill-prepared
prepared
structured
loosely-structured
planned
plan
fidget
chatter
giggle
loud
rowdy
misbehavior
restless
misbehave
procedure
rule
suggest
oral
talkative
happy
unhappy
noisy
friendly
games
conscientious
messy
colorful
interesting
strict
brusque, brusk
group
circulate
consult

NOTING TIME INTERVALS ON THE NARRATIVE RECORD

Since time is an important focus of this study, one very important task of the observer is to note the length of transitions and dead time when they occur in the classroom.

On the narrative record form, the two inches of space to the left of the numbered lines are to be used to note times as described below.

Noting beginning and ending times on pages. On the first line of the first page, where labelled "Start," the observer should note the time when beginning the narrative. At the beginning of each new page, the time should also be noted. At the end of the last page, where labelled "Stop," the observer should note the time when the narrative was completed. (This should go on the last line even if the narrative doesn't fill up all of the lines on the page.)

Noting beginnings and ends of transitions and dead time. Whenever the observer is aware of a transition or dead time in the class, he or she should note it under the column labelled "Beg" as the time when the interval started, and a T for transition or a D for dead time. (For example, T-9:27.) When either is completed, the observer should note the end time in the same way under "End." The line on which either time is noted should correspond to the narrative record where the transition or dead time is being described.

Obviously, there is much observer judgment involved in determining when to start and stop timing. Discussions of each use of time are presented below, but the observer should remember that there will be unclear situations. When these occur, note and describe in the narrative any circumstances which made it difficult to define the beginning and end times accurately, or which made it difficult to arbitrarily define an interval as a transition or dead time. Whenever in doubt, time events as you think is appropriate, by noting as many times as might appropriately designate the beginnings and end, and discuss it with someone back in R&D. You will eventually want to turn in a set of matching beginnings and ends for a certain number of transition and dead times, but if you cannot make that decision on the spot, then record as much information as is necessary to discuss it and decide later.

Transitions are intervals of time between academic activities in which the primary activity is moving from one thing to another. This may include actual physical movement of students or it may be a matter of replacing some materials and getting out something else. Transitions can occur within the room, or they may involve movement of students in and out of the room. Some examples of transitions are: the students arriving in the morning and getting "settled in"; the students lining up to leave the room, either as a whole class or as a group (the information about the part of the class involved would be entered in the narrative as "whole-class," middle math group, etc.); the students moving between activities within the room; the students putting away some materials and/or getting out new materials, whether moving or staying at their seats. The beginning point of the transition would be the signal that is given to the students to begin. Usually this is clear and comes from the teacher, although school bells may also be used. Remember to describe the activities which occur during the transition. The end of the transition is not as easy to determine. When it terminates in the teacher beginning a new lesson or activity which was the objective of the transition, then this should be considered as the end. When this does not occur, the observer should use as the end point that time when the teacher would define the activities as starting. When some students have gone through a transition and performed the appropriate motions (such as moving from one thing to another or getting out materials), but do not begin the appropriate activity after doing so, the observer should still consider the transition as complete but might note that a certain number of individuals had "gone through the motions" but were not actually beginning the new task.

Dead time is an interval of time in which a student or students apparently have nothing that they are supposed to be doing. They are either between activities, or have been left temporarily by the teacher with no provision made for their becoming involved in an activity. To be considered dead time and noted as such, a significant part of the class (5 or more students) should be involved. (Therefore, a single student who is at loose ends would not be timed, although the observer might wish to note this in the narrative if it seems important in terms of the teacher's organization.) If dead time has an obvious beginning, such as an interruption which distracted the teacher, then this should be noted as the beginning time. The ending time would be the teacher's return to direction of the students. If the beginning of dead time is not obvious, then the observer should note the time at which it became obvious that at least five members of the class had nothing definite expected of them. Again, the end time would be some definite direction from the teacher. Remember that the critical aspect of dead time is that the students have not been given anything to do. Therefore, students who are working on assignments and whose teacher is called away are not left in dead time. Likewise, if the teacher organizes something on the spur of the moment, even a game, then they are not in dead time. Needless to say, the teacher's action in each case should be described.

OBVIOUS REMINDER: If you rewrite your narrative on return to R&D, please make sure that the times get transferred according to the activities being described in the narrative, and not according to the lines used on the rough version.

SAMPLE FORM:
NARRATIVE

Teacher #_____ School #_____ Observer #_____ # Students Present_____

Date____________AM PM Page ___of___

START:

BEG	END	ST.ENG	
			1.
			2.
			3.
			4.
			5.
			6.
			7.
			8.
			9.
			10.
			11.
			12.
			13.
			14.
			15.
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			17.
			18.
			19.
			20.
			21.
			22.
			23.
			24.
			25.

STOP:

FOLLOW-UP QUESTIONS FOR NARRATIVE RECORD

A. QUESTIONS TO ANSWER FOR OBSERVATIONS CONDUCTED ON DAYS 1-5 (FIRST WEEK)

1. What was the room arrangement?

2. What materials/assignments were ready for use in academic activities?

3. How did the teacher introduce himself or herself to the class for the first time?

4. How were students introduced to one another for the first time?

5. How were students introduced to classroom rules and procedures for movement or noise, use of materials, following schedules, behavior, etc.?

6. Did the students participate in making the rules for the class?

7. Were the consequences of misbehavior discussed?

8. What beginning-of-the-year paperwork was handled in class?

B. BEGINNING OF ACTIVITY/TRANSITION INTO ACTIVITY OR SET OF ACTIVITIES

9. How did the teacher indicate the start of the activity or activities and what did he or she do to get everyone moved into position?

10. How did the students react to this?

11. What did the teacher do during the transition?

12. If there were delays, what caused them?

13. When the teacher had a group together (either large or small) and began a group activity, how was it introduced? Was there an overview or advance organizer?

WHEN THERE WAS INDIVIDUAL WORK:

14. Did the teacher decide what the students would do for individual work, or was there student choice of assignment?

15. If student choice, describe what happened.

16. If the teacher had decided, how did the students know what they were supposed to do?

17. Was there evidence of posting of assignments, posting of who went where, etc.?

Follow-up Questions for Narrative Record-Continued

C. STUDENT ACTIVITY OR ACTIVITIES

18. What were desired student activities? (To be answered on chart at beginning of question packet. Elaborate in space provided if necessary for complete understanding.)

19. Were all of the students doing the same activity most of the time, or were there different activities going on in the room at the same time?

20. What were the major problems encountered by the teacher in terms of not getting the students to do what was desired?

21. What were the teacher's responses to unsanctioned behavior? Did any of the following occur enough times that it stands out in your memory as typical of that teacher's style in responding to misbehavior?

    a. ignoring

    b. citing rule

    c. ordering student to stop the misbehavior

    d. signaling appropriate behavior

    e. expressing feelings about misbehavior

    f. questioning student to gain information about misbehavior

    g. isolating, separating

    h. punishing in some way

22. What were the typical results of the teacher's reponse to misbehavior?

23. Was the teacher consistent in his or her response to misbehavior?

D. CONTACTS WITH THE TEACHER/FEEDBACK ON WORK

24. Did the teacher seem to have a system for contacting students? If there was no apparent system, how would you describe his/her style in selecting students for interactions?

25. For each activity engaged in by students, was there a product or assignment which reflected what the student had done during the time? (To be answered on chart at beginning of question packet. Elaborate in space provided if necessary for complete understanding.)

Follow-up Questions for Narrative Record-Continued

26. Was there a set procedure for turning in work after it was done by individuals? If so, describe its use. If not, what did the students do with their work?

27. If there was not an assignment turned in, how did the teacher find out what the students had done during that period of time?

28. How did the students indicate that they needed help? What did the teacher typically do in response to their signals?

29. Were provisions made for what to do when assigned work was completed? Did any problems arise because of students completing work and then having nothing to do?

WHEN THERE WERE SMALL GROUPS AND INDIVIDUAL WORK GOING ON SIMULTANEOUSLY:

30. What did the teacher do when students approached him or her while teaching the small group? Was there a consistent response?

31. Did the teacher seem to be monitoring the rest of the class when working with the small group? How?

32. When the teacher interrupted himself or herself to deal with something out-of-group, what were the reasons?

33. Did the teacher leave the small group to deal with something in the rest of the room? What did the students in the group do when this occurred?

34. Describe the seating of the students in the small group, the teacher, and the out-of-group students with respect to each other. Say which way everyone was facing.

35. What happened if out-of-group students needed help while the teacher was with the small group? If they were delayed, how long was it before they got help?

E. PROCEDURES AND RULES IN EFFECT FOR THE ACTIVITY OR ACTIVITIES

36. What procedures were in effect during the activities? Include monitors, reward system and/or behavior mod system, planned policies for teacher contacts, etc.

37. For each procedure, describe its functioning: How well did it accomplish the purpose of getting routine activities accomplished efficiently?

38. What procedures were established for the first time? For each, answer the following questions.

    a. How did the teacher introduce the procedure to the students? Be specific in describing what he or she said.

    b. Was the procedure established in response to a problem that arose, or was it done as a matter of course before any problems occurred?

    c. After introducing the procedure by explaining it, what did the teacher do? Was there involvement of the students then in discussion of it or practice of it?

    d. How well was the procedure followed the first time? What did the teacher do after its uses for the first time?

39. What rules were established for the first time? For each, answer the following questions.

    a. How did the teacher introduce the rule to the students? Be specific in describing what he or she said.

    b. Was the rule established as the result of a problem or was it done as a matter of course before any problem arose?

    c. After introducing the rule, what did the teacher do? Was there a discussion with the students or any other kind of involvement?

    d. How well was the rule followed that day? When someone did or did not follow the rule, what did the teacher do?

40. Did the teacher remind the students about any rules or procedures, and/or reexplain any? What happened before this reminder or reexplanation? Describe the teacher's reaction.

41. What violations of already established rules and/or procedures occurred that were not responded to by the teacher?

42. What other behaviors occurred which were not responded to by the teacher, but which struck you as inappropriate for the classroom?

F. MATERIALS

For each of the materials used during the activity or activities, answer the following questions:

43. Was material set up and ready to use at the beginning of the activity? If so, how had this been accomplished? If not, what was done to get the materials distributed or set up?

44. How was the material supposed to be used or what was its intended effect? (Answer in terms of student activity.) (To be answered on chart at beginning of question packet. Elaborate in space provided if necessary for complete understanding.)

45. What was the actual use by and/or effect on the students?

46. When the use and/or effect fell short of the ideal, what factor(s) contributed to the problem? Please be very specific, and indicate what factors mentioned were beyond the teacher's control.

47. What instructions were given to the students at this time about the use of the material?

48. What instructions had apparently been given to the students about the use of the materials before this time?

49. What procedures were in effect regarding the use of the material? Include anything about getting it out, using it in an activity, and putting it up.

50. Give any anecdotes that indicate how the use of any materials might have affected the teacher's frequency of contact with a student.

51. Give any anecdotes that indicate how the use of any materials might have affected the time and attention a student spent on task.

G. INTERRUPTIONS AND DEAD TIME

52. What interrupted the flow of activity and/or required the teacher's attention unexpectedly? Be very specific and describe any factors which were outside the teacher's control. Specify source as internal or external to classroom.

53. For each of the interruptions, describe the teacher's response.

54. What was the result of the teacher's response for the majority of the class? That is, what did they do while the teacher was dealing with the interruptions?

55. How much time and how many instances would you classify as "dead" time that have not been described above for any part of or for all of the class?

56. When there was dead time, what preceded it? In your opinion, what caused it and what could have prevented it?

57. What did the teacher do during the "dead" time?

58. How did the teacher indicate the end of the activity and the need for a transition?

59. Was there a summarizing statement at the end of the whole-class activity and/or any reference to future activity which would follow? (Include assignments.)

60. How much advance notice was given to the students so that they could start to finish up their work and put away materials?

61. How did the students respond to the teacher's signals as far as finishing up/cleaning up before moving on to the next activity?

SAMPLE FORM: FOLLOW-UP QUESTIONS FOR NARRATIVE RECORD

Teacher____________________ #_____ School_______________ #_____ Date________ AM PM

Observer________________________ # students present_________ Page 1 of 20

Ref. to Narrative									
Product									
Materials									
#St.									
Activity									
Content									
Subject Matter									
Stop Time									
Start Time									
	A	B	C	D	E	F	G	H	I

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Procedures for Measuring Student Engagement

Since one of the criteria of a "smoothly-running" classroom is that the students are engaged in academic, on-task activities as much as possible, one of the measures taken in this study is the degree of student engagement at several times through the day.

To do this, you will look up from your note-taking every 15 minutes, scan the classroom, and count the number of students who can be classified in each of the five categories described below:

1. Academic-on-task. Students counted here are those who are engaged in appropriate activity which is directly related to learning the academic curriculum. This includes listening to the teachers, answering questions, doing written assignments, participating in activities at learning centers. The definition of appropriate activity is what the teacher would expect of that student at that time and would indicate approval of if asked. (However, you are not judging whether or not the student is answering correctly but whether he or she is directing attention toward the appropriate stimulus, therefore, answering a teacher question incorrectly is still appropriate behavior, because the student was listening and responding when expected).

2. Procedural on-task. Students counted here are those engaged in activities which are indirectly related to learning of the academic content, and which have been deliberately set in action by the teacher for the purpose of getting routine details of the day accomplished. These are the details which must be attended to in order to move on to academic activities, and which occur with deliberate teacher sanction. Examples are: participating in roll call, PTA money collection, other money collection, lining up for transition out of room, moving about the room for transition between activities, performing a monitor job for the teacher. Students counted in this category

would be considered by the teacher to be doing exactly what they are supposed to be doing at that time, and that task is a procedural one, not an academic one.

3. Off-task, sanctioned. Students counted here are not clearly engaged in either of the on-task categories, but are doing something which is still appropriate and accepted by the teacher. The activity, however, has not been initiated by the teacher, and many include the student attending to personal needs by interrupting some on-task activity in an appropriate way. Examples are: waiting at the desk to see the teacher, sharpening pencils during the seatwork period, going to the restroom during a lesson (not as part of an organized group), talking quietly after finishing an assignment when the teacher allows this. The teacher would not define "off-task, sanctioned" activities as being "exactly what the student is supposed to be doing at that time" but the teacher would not consider the behavior totally inappropriate either.

4. Off-task, unsanctioned. Students classified in this category are clearly not engaged in an on-task activity, but are instead doing something that the teacher would not approve of. Such activities may not lead to teacher correction, but it is clear that if the teacher was asked about the student's activity, he or she would say that it was inappropriate and not desired. Examples include: inattention during a lesson or while doing assignments, being distracted while doing assignments, talking or moving about when not allowed, failing to participate in a transition when this is expected, breaking any classroom rules which are obvious to the observer.

5. Can't tell. When the observer cannot make a clear judgment as to which of the above categories is appropriate for a student, then that student should be counted here. This category should not be used to avoid making decisions, however, since every attempt should be made to classify the students somewhere. However, when the observer feels that two or more categories seem equally appropriate because not enough information is available, then the student should be counted here.

Summary

1. Every 15 minutes, starting 15 minutes after arriving in the classroom and beginning observation, the observer should scan the room and count the number of students who can be classified in each of the 5 categories.

2. The determining principle for classifying is what the teacher considers appropriate and is expecting of the student at that time.

Using the form to indicate student engagement

Attached is a form to use in the classroom while completing the student engagement counts.

Each numbered column represents the end of a 15 minute interval and should be used to record the number of students in each category at that point in time.

If you miss counting at the time you are supposed to and do not remember until you are more than 5 minutes to the next scheduled time, then note on the form that the count was missed, and wait until the scheduled time to do the next one, noting on the form in its appropriate place.

Whenever you do the count, note on the narrative record form in the column directly to the left of the line numbers where you were in the narrative when you did the count. Do this by noting the number of the column on the student engagement form. (1 for first count, 2 for second, etc.)

Complete the information at the top of the column for each count as to the subject matter content, and activity which were occurring at that time. This information should be retrievable from the narrative, and can be filed in on the student engagement form at a later time, if the observer knows that it is written down.

SAMPLE FORM:

STUDENT ENGAGEMENT RATING

Teacher #______ School #______ Observer #______ # students present______

Date______________AM PM Page____of____

Subject					
Content					
Activities					
# in Room					
Time	1	2	3	4	5
#acad. on					
#proc. on					
#off-sanc.					
#off-unsanc.					
Can't Tell					

Subject					
Content					
Activities					
# in Room					
Time	6	7	8	9	10
#acad. on					
#proc. on					
#off-sanc.					
#off-unsanc.					
Can't Tell					

Reliability of the Student Engagement Ratings

The primary short term criterion used in the Classroom Organization Study to identify effective teachers is the degree to which their students engaged in on-task behavior. Accordingly, observers made estimates of the frequency of students who were on-task and off-task during their visits to the classroom. During each observation, at 15 minute intervals, observers noted the number of children who were on-task or off-task. A check on the reliability of the on-task/off-task variable was made by examining the scores for each teacher during approximately 12 hours of observation the second and third weeks of observation. Frequencies of students rated as off-task each time the assessment was made ranged from a low of approximately one pupil rated as off-task on the average to as high as ten pupils rated as off-task. The median number of children rated as off-task each time was approximately four.

An estimate of reliability was derived by computing the off-task behavior scores based upon odd and even numbered observations and then correlating the two. The Spearman-Brown formula was used to estimate the reliability of the total set of observations combined. This procedure resulted in a reliability of .89 for the off-task/on-task variable.

GUIDELINES FOR USING THE COMPONENT RATINGS

1. Designing Lessons to Achieve Particular Purposes

    a. Describes objectives clearly--Has the teacher indicated what the students are to learn during the lesson? Look for indications of this in materials given to the students, written on the board or overhead projector, or listen for it when the teacher is introducing the lesson. It should be clear what the students are expected to know or to be able to do as a result of participation in the lessons.

    b. Activities are available for different children--Not all children are expected to perform the same task. In other words, there are differentiated assignments or activities within the same lesson.

    c. Lessons are built on the curriculum and instruction from preceding activities in the unit. The relationship between the lesson and previous lessons in the same subject area should be apparent and can be inferred from comments by the teacher or questions from the students. In order to give a high rating in this category, the observer should have direct evidence that the teacher has incorporated prior material into the lesson. The point of this category is to differentiate teachers who treat each topic as a new, separate topic versus those who develop integrated series of activities and lessons with long range goals.

    d. The attention spans of the children are considered in the design of the lessons. Evidence that attention spans have been taken into account include provision for varied activities, things to do if children complete their work early, rest breaks, lessons that are not excessively long, and variations in teaching style to arouse interest/attention.

2. Locating, Constructing, and Using Materials

a. Uses a variety of materials. During a lesson or activity a teacher may use numerous media and materials, or may restrict the activities to a single set of materials. Generally, the minimum set of materials that will be used will be a workbook, textbook, or ditto handout accompanied by verbal teacher explanation and the blackboard or overhead projector presentation. Other materials or media include movie projectors, tape recorders, audio cassettes, manipulative materials, games, and supplementary reading materials, as well as teacher-made or pupil-made materials. Rate a 1 if the minimum set of materials is characteristic of most lessons. Rate a 7 if the teacher incorporates a variety of materials regularly, and rate a midpoint if some variety is evident but only in some lessons.

b. Materials are ready and available in sufficient quantity--Rate a 7 if all materials are ready on all occasions. Rate a 1 if the teacher continuously runs out of materials or spends a lot of time hunting them up and getting them into pupil hands.

c. The materials support instruction. The intent of this category is to differentiate the use of materials simply as time filler or to get through the period versus their integrated use with the instructional objectives of the unit or lesson. It should be obvious to the observer how and whether the materials support the objectives; if not, give a low rating.

d. The use of materials as accompanied by clear directions. Look for instructions given verbally by the teacher and repeated by the students, and written instructions either on the blackboard, overhead projector, or in handout form. Also, an indication of clear directions can be obtained by the ease with which students begin their use of the materials, and the frequency of questions and repeated directions issued by the teacher.

3. Presenting Information

a. The teacher has distracting mannerisms or characteristics. A distracting mannerism is some gesture, vocal quality, or behavior that causes the observer to be distracted from some aspects of the lesson. The observer will have to judge whether the behavior is distracting to the children, and whether it continues to be distracting after a period of time.

b. Eye contact. Does the teacher keep her eyes on the class and does the teacher make the rounds of the classroom with her eyes? She should avoid watching just a few students and instead maintain visual contact throughout the lesson.

c. The teacher's presentation was clear. Questions and instructions were presented in a coherent sequence, adequate examples were provided, and skills, when taught, were appropriately demonstrated.

d. Presentation was adapted to different levels. The teacher related information to different ability levels, used a variety of approaches if the content was not initially comprehended, used appropriate vocabulary, and paced the lesson sufficiently to allow for a thorough coverage.

e. Gives or seeks rationale for the use of principles or rules. The teacher is careful to explain reasons why certain procedures, rules, formulas, etc., are used, rather than simply presenting them to the children as the way to do it. The teacher's questions encourage analysis and reflection by the students. The teacher asks students to explain or justify their conclusions, or to give reasons or background information. The teacher explains why she engages in certain activities, seeks adequate information before forming conclusions.

4. Developing Positive Attitudes, Including Attitudes Toward Self, Subject Matter, and Others

a. The teacher states desired attitudes. The teacher who receives high ratings on this characteristic will be one who frequently identifies appropriate behavior or attitudes, such as respecting other students, and valuing their contributions and opinions. Such things may be observed by lists of rules, displayed in the classroom as well as through verbal instructions given by the teacher. Lower ratings would be indicated by the absence of these characteristics as well as by rules that were framed strictly in negative terms.

b. Degree of pupil success--Students appear to be able to complete successfully the assignments and tasks the teacher gives. Discussions are participated in by more than a few pupils, and questions which the teacher asks are either answered correctly or the teacher stays with the pupil until success is achieved.

c. Lessons are related to pupil interest or backgrounds. Evidence of this characteristic can be displayed in interaction by the teacher when she makes reference to relationships between content being studied and aspects of the children's lives or interests. Other relevant information may be obtained from bulletin boards, materials used by the teacher, or lessons in which pupil interests are clearly taken into account, such as activities in which pupils describe parents' occupations, trips they have taken, etc. Another instance of this type of behavior is when the teacher presents contributions of different groups of people, when members of those groups are present in the class.

d. Pupils are given clear expectations with regard to appropriate work standards. Evidence of this characteristic can be obtained by verbal statements on the teacher's part encouraging neatness and when children are expected to turn in materials promptly and in complete form. A reasonable amount of orderliness and attractiveness is emphasized in the finished work that children do. The observer can note whether students are expected to keep their materials sorted carefully and in reasonable order, whether the teacher emphasizes respect for property and the rights of others, and whether the rules that are posted communicate these standards to the children.

e. The teacher's behavior shows positive regard and warmth for the children. This characteristic can be noted by a variety of behaviors on the teacher's part, including whether she greets the children in a friendly manner before school begins, whether she takes the time to talk to them in a friendly and interested manner about their concerns and interests. Note also the degree to which the teacher touches and gets physically close to the children. These behaviors do not need to be in response to any specific activity or behavior of the children, but rather should reflect the degree to which such regard appears to be spontaneous and natural on the teacher's part.

5. Managing Pupil Behavior

a. A variety of rewards are available for appropriate pupil behavior. Rewards that may occur in a classroom may include social reinforcers such as teacher praise, displays of good work, peer approval, stars, and other recognition for appropriate performance. In addition, concrete reinforcers such as gifts or tokens may be employed. Finally, activity and privilege reinforcers, such as earning points or checkmarks to gain a privilege, being allowed to go to the library, or leading a group to lunch, running an errand for the teacher, going early to some activity, being given free time, using a game or activity area, all constitute potential reinforcers in the classroom.

b. Gives signals for appropriate behavior. This class of behaviors refers to any activities, both verbal and otherwise, which the teacher uses to let students know that they should begin behaving in a particular manner. Some typical signals include using a bell to signal time to begin an activity, lights on or lights off, a sign with STOP and GO to control movement or noise level.

Teachers also will move around the room and use their presence as a signal for attending or other appropriate behavior. Verbal statements which orient the students toward behaving in a particular mode are also signals. Examples of these include such phrases as: "Does everyone have their thinking caps on?" or "Let's have all eyes up front," or "I'm going to call on someone in one minute to answer this question, so everyone listen carefully," or "Let's hear what Sally has to say now." However, orders or commands to pay attention directed at inattentive students will not be considered signals or cues for appropriate behavior. In other words, if the teacher seems to be trying to get an inattentive student to pay attention by directly operating on that student, then such behavior would not be regarded as a cue or signal but rather as reinforcing the inattentive behavior (the next rated category). The present category is reserved for those instances of teacher behavior which are designed to elicit orienting responses from the students without singling out an individual in any obvious manner.

c. Teacher reinforces inattentive behavior. Rate a 7 if there is a high amount of attending to inattentive behavior and this seems characteristic of the teacher. Rate a 1 if the teacher does not reinforce inattentive behavior. Occasional reinforcement of inattentive behavior would receive a moderate rating on the scale. By reinforcing inattentive behavior is meant any teacher action which calls attention to individual students' inattentiveness. We will consider inattentiveness to mean visual wandering, daydreaming, covertly avoiding engagement in a lesson, or any other activity that represents pupil disengagement but is not overtly disruptive or interfering with other students.

Disruptive Pupil Behavior

On this scale you are to estimate the amount of disruptive behavior that occurs in the classroom. Disruptive behavior refers to any activity on the part of one or more students that prevents the teacher from continuing the lesson, or that elicits the attention of at least several other students. Excluded from this definition are inattentive behaviors and behavior that involves only one or two other students, such as one student whispering, writing notes, or goofing off. However, if the behavior elicits the attention, although not necessarily the involvement of numerous other students, then it would be classified as disruptive behavior. A _7_ rating would be obtained if such behavior occurs with a high degree of frequency. Use a _7_ to note a situation which is habitual and is a constant problem for the teacher and other students. This situation would be indicated by such behavior once every five minutes. A midrange rating would be obtained if such behaviors occur with moderate frequency such as several on the average per hour. A rating of _1_ would be indicated by the complete absence of any such incidents. Note that by disruptive behavior the behavior does not have to be as extreme as a knife fight. Rather it means any behavior that distracts or interferes with a significant number (more than two) of students attending to their work or the lesson.

a. The disruption is stopped quickly. Whatever action the teacher takes causes the behavior to terminate without involving other students or without serious interruption to the activities in the lesson. There is an absence of ripple effect and things return to normal rapidly. A *7* indicates that disruptive behavior was stopped quickly and a *1* indicates that the behaviors tended to persist or escalate and that the teacher was often unsuccessful in terminating the behavior. The middle of the scale rating indicates that some behavior or some incidents were terminated whereas others were not or that generally the teacher is only able to terminate them after some struggle.

b. *Rules are given*. The high rating would be obtained by a teacher who generally deals with disruptiveness by citing classroom rules that prohibit the behavior or that identify appropriate alternative behaviors. If the teacher does not use this mode, then rate a *1*, and if this procedure is used on some occasions, give a middle of the scale rating.

c. *Time out, isolation, or separation is used to terminate the behavior*. Rate the degree to which this type of solution is practiced by the teacher.

d. *Teacher criticizes and/or justifies authority*. This type of behavior is one in which the teacher attempts to terminate the behavior by criticizing the student for what he did. Criticism may be personal or may simply focus on the behavior. It involves more than simply citing a rule for appropriate or inappropriate behavior, however, in that the teacher is directly criticizing the student for his actions. The intent of this type of behavior is usually to put the student on the defensive. Also, the teacher may justify her authority in this situation by expecting, by stating that the student should do it because he is being told to do it. Rate a 7 if a high degree or amount of this behavior is present. Rate a 1 if the teacher never uses this approach to disruptive behavior.

e. Conference. The teacher meets privately with the student or students. This may occur in the hall or in the classroom. Note whether the teacher's discussion is intended to be public or private since only private meetings will be considered conferences. A 7 indicates frequent use of this procedure and a 1 indicates no use.

f. Punishes. The teacher punishes pupil behavior in order to terminate it. Punishment may involve giving demerits, taking away privileges, or invoking some negative consequence such as requiring some task to be carried out, or depriving the student of a desired activity such as recess. It may also involve requiring the student to stay after school.

g. Problem solving. The teacher may deal with disruptive behavior by discussing it with a student or students in order to arrive at some solution that may require the student to change his or her behavior. The important thing to note here is that there is some genuine attempt to actually discuss the problem as opposed to simply giving the student a single alternative. When problem solving is used, the teacher or the students may suggest a solution. Usually there should be some indication that the solution is acceptable and will be tried. The teacher may also discuss the problem with the total class and ask for solutions from them even though not all members of the class are involved in the disruption.

h. Ignores. The teacher makes no attempt to terminate the behavior.

6. Interacting Effectively

a. Listening skills. These teacher behaviors refer to statements which the teacher makes that allow a child to continue talking about some problem or feeling. By using such statements the teacher indicates an acceptance of the child's feeling or at least provides the opportunity to express it. Examples of such statements on the teacher's part include, "Would you like to talk some more about it?" or "I'm not sure I understand; can you tell me more?" or "You seem upset (or hurt, or happy, or sad, or confused, or not sure, etc.)." The teacher may also demonstrate listening skills through nonverbal behavior by her posture and orientation toward a child who exhibits some feeling or problem. The key thing to look for is whether the teacher's behavior enables the student to further identify his feeling or to explain it. Rate a 7 if such behaviors seem characteristic of the teacher whenever feelings are expressed by the students. Give a midpoint rating if such behaviors seem to be used occasionally by the teacher in response to such student expressions, and rate a 1 if the teacher generally does not respond to such statements with appropriate listening skills, or if the teacher attempts to terminate such behavior or seeks to avoid it.

b. Expresses feelings. In her interaction with the children, the teacher states how she feels about certain activities or behaviors. These expressions of feeling may be both positive or negative and may include such things as, "I am happy, sad, angry, annoyed, upset, disturbed, etc." Such expressions may occur during class discussions, behavior management situations, during procedural activities, or when any aspect of student behavior or class activities is being discussed. It can be with individual students, or a group of students, or the whole class. The point here is to observe whether the teacher is overtly indicating to the students how she feels about various aspects of classroom activity, such as their performance, their behavior, or their relationships and interaction with each other. It is important, however, that the teacher's expression of feelings not continually place the students in a defensive or vulnerable situation. A teacher who continually reacts to inappropriate pupil behavior by telling the students how angry it makes her is not really expressing her feelings, but rather using them as a kind of battering ram to wear the students down. Appropriate use of this type of behavior is indicated when the teacher's expression of feelings appears to be a clear and direct attempt to inform the students about how she feels about some aspect of their behavior, work, or interation. A teacher who overdoes the "I am angry" routine is not using this skill effectively. Rate a 7 when the teacher expresses feelings naturally and frequently, uses a midpoint for occasional expression of feeling, and a 1 for no expression of feeling or for inappropriate use of this behavior.

SAMPLE FORM:

Page 13

COMPONENT RATINGS

School____________________ #______ Teacher____________________ #______ Date__________

am pm No. Students Present__________ Observer______________________________

1. Lesson Design

7 6 5 4 3 2 1 a. Describes objectives clearly
7 6 5 4 3 2 1 b. Activities for different children
7 6 5 4 3 2 1 c. Built on preceding C&I
7 6 5 4 3 2 1 d. Attention spans considered

2. Locating, Constructing, Using Materials

7 6 5 4 3 2 1 a. Uses variety of materials
7 6 5 4 3 2 1 b. Materials ready
7 6 5 4 3 2 1 c. Materials effectively support instruction
7 6 5 4 3 2 1 d. Clear directions

3. Presenting Information

7 6 5 4 3 2 1 a. Distracting mannerisms
7 6 5 4 3 2 1 b. Eye contact
7 6 5 4 3 2 1 c. Presentation clear
7 6 5 4 3 2 1 d. Adapted to different levels
7 6 5 4 3 2 1 e. Provides/seeks rationale and analysis

4. Developing Attitudes

7 6 5 4 3 2 1 a. States desired attitudes
7 6 5 4 3 2 1 b. High degree of pupil success
7 6 5 4 3 2 1 c. Content related to pupil interest/background
7 6 5 4 3 2 1 d. Reasonable work standards
7 6 5 4 3 2 1 e. Positive regard

5. Managing Pupil Behavior

7 6 5 4 3 2 1 a. Variety of rewards
7 6 5 4 3 2 1 b. Signals appropriate behavior
7 6 5 4 3 2 1 c. Reinforces inattentive behavior

Disruptive Pupil Behavior

7 6 5 4 3 2 1 a. Stops quickly
7 6 5 4 3 2 1 b. Rules given
7 6 5 4 3 2 1 c. Time out/Isolation/Separation
7 6 5 4 3 2 1 d. Criticizes/Justifies authority
7 6 5 4 3 2 1 e. Conference
7 6 5 4 3 2 1 f. Punishes
7 6 5 4 3 2 1 g. Problem solving
7 6 5 4 3 2 1 h. Ignore

6. Interacting Effectively

7 6 5 4 3 2 1 a. Listening skills
7 6 5 4 3 2 1 b. Expresses feelings

MEMORANDUM

TO: Observers in the Classroom Organization Study

FROM: Linda

DATE: August 31, 1977

Procedures for completing and turning in your narrative, follow-up questions, student engagement ratings, and Emmer teacher ratings

Now that we have had some time to try our original procedures for completing all of the forms and have discovered the problems, we have formulated a new set of procedures which should insure maximum information turned in with minimum time spent by the observers. At least, I hope so. So, this here memo is to say in writing the points I made yesterday in conversations with you. These instructions replace all previous ones.

At the end of an observation, you are responsible for turning in four types of data:

1. the narrative
2. the follow-up questions
3. the student engagement ratings
4. the Emmer teacher ratings (Component Ratings)

In the Pit, you will find a set of four files for each teacher, one file for each kind of data. (Isn't that clever?) Put completed observations here. CHECK TO SEE THAT ID INFORMATION IS ACCURATE!!! WOE BE UNTO HIM/HER WHO DOESN'T HAVE ALL NECESSARY ID INFO DOWN AND PAGES NUMBERED!!! See below for special note about ID info on the follow-up questions.

Now, for the finer details:

1. The Narrative. You have several options for finalizing your narrative, depending on what is easiest for you. The final objective is to have all

important information about the observation accessible to a reader. If you can turn in your rough notes with minor editing, that's great. If you prefer to rewrite, that's great, too, although it will take you longer, as most of us have already discovered. If you feel the need to rewrite and/or expand your notes, please consider dictating them. This is a good way to get all information down in a very short time.

If you decide to dictate, follow these procedures:

1. Begin each tape (or each side of the tape, if you're long-winded), with the ID information and the side number and tape number (e.g., "This is side 1 of tape 1 of the narrative for Ms. ____________ at ______________ school, August 30 in a.m., Anderson as observer, 22 children present in class.")

2. After recording a few minutes, stop and check to make sure you are being picked up on the tape. (You haven't really experienced frustration until you have blabbered on for 30 minutes and discovered that you weren't recording.)

3. Whenever you have a time to report (i.e., any of the information in the column at the left of the narrative forms), say so on the tape, so that this will be typed in at the appropriate place in the narrative. For example, "T. circulated around room, talking to those students whose hands were raised. BEGIN TRANSITION: 10:47. T. went to front of room and said, 'It's time to clean up . . . . .STUDENT ENGAGEMENT RATING 11.'" Also note in this way the times at the tops of new pages by saying, for example, "TIME IS 11:15" at the appropriate place.

4. When you finish your narrative, say "End of dictation," and check again to make sure you were recording in the last few minutes. (You don't need to listen to the entire tape.)

5. LABEL THE TAPE CLEARLY WITH THE NAME OF THE TEACHER, SCHOOL, DATE, AM or PM, AND YOUR NAME.

6. Since you are not yet turning in the narrative to be filed, put a page in the teacher's folder that says that you have dictated the narrative.

2. Follow-up Questions. For every observation, you should also fill in a set of follow-up questions. Note the ID info on the first page, and number all pages throughout. Be sure the set is completely stapled together. Someone with more time later will finish the ID headings on all pages after the first, but you must number the pages.

Everyone should address every question. The three options for responding are:

1. If you have addressed the question in your narrative in a way that would be clear to a reader, then initial the question. (Do not cross reference by page and line number as we originally said.) This is easier to do, but please take it seriously.

2. If the question is not answered in your narrative because it is not applicable, then note "n/a."

3. If the question is not answered in your narrative but could be answered about the observation, or if you feel that it is necessary to expand on the information in the narrative to completely address the question, then write in the additional answer in the space provided. If the space is not adequate, then use the additional blank sheets with the ID field blanks at the top. If you do use an extra page, then PUT THE NUMBER OF THE QUESTION AT THE TOP and insert it into the follow-up question set after the page on which the question was asked. (Number the inserted page in sequence.)

If you are dictating your narrative, and would also like to dictate your follow-up questions immediately afterwards, then please do so. As you dictate, follow the same procedures given for dictating the narrative, making it obvious to the typist that you are switching to the follow-up questions. He or she will then move to a blank form, type in the ID info which you will give, and proceed to type in what you say for each question. You can summarize responses to clusters of questions (e.g., "Questions 64-67 are not applicable, 68-76 are all addressed in the narrative.")

If you dictate the follow-up questions, fill out the chart and file it along with a note saying that you have dictated the rest of the follow-up questions for that observation.

3. Student Engagement Ratings. Complete the information on this page and turn it in as is.

4. Emmer Teacher Ratings or Component Ratings, whichever we are calling them. NOTE: Add to each form you use a series of numbers beside the heading "Disruptive student behavior" and rate the frequency of this as described in the manual.

Reminder: There is an observer meeting at 2:30 on Thursday, Sept. 1. Please bring your questions and problems, and we'll work out any other wrinkles. By the end of the three weeks everything should be completely settled!!!!!!!!!!

OBSERVER INTERVIEW - END OF FIRST THREE WEEKS

Questions to be asked observers about each of their teachers:

1. What was the basic organizational climate of this classroom? (in terms of effectiveness--chaos vs. mild ripples)
2. Do you think that the climate has gotten more or less organized and smooth over time?
3. If the class has become less organized than might be desired, what do you think could be done now to recoup?
4. Did the teacher have credibility with students? What kinds of evidence are you considering in your answer?
5. How consistent was he or she in following through on directions and/or corrections?
6. What consequences to misbehavior were evident to the students?
7. How strongly did the teacher feel about teaching the basic skills--reading and associated language arts, writing, math? What evidence are you considering in your answer?
8. How hard were the kids pushed to perform? What was the pay-off for the student for performing well on academic tasks?
9. What seemed to be the most important thing to the teacher?

Overall questions to observers

1. What five suggestions would you make to a new teacher about how to start the school year?
2. What five things would you tell a new teacher to avoid doing during the first three weeks of the school year?

Teacher Interviews and Questionnaires

The observations provided a wealth of information about the 27 classrooms, but much important knowledge can not be obtained through observation, especially information about planning, decision-making, or constraints affecting the teacher. Therefore, each teacher completed a questionnaire and was interviewed twice, early in the school year.

Interviews. The first interview's purpose was to gather information about aspects of classroom organization which were not observable. Several specific questions were also asked about the organization of reading instruction. This interview was conducted four to six weeks after the beginning of the school year. The questions included in this interview follow this section.

The second interview's purpose was to determine each teacher's Level of Use (LoU) of overall classroom organization and the teaching of reading. The second interview was conducted by members of the staff of the PAEI/CBAM program at the R&D Center during November according to interview techniques developed by them. The LoU reports the behaviors described by "users" of an innovation, and has been used extensively to diagnose the status of the users and their relationship to the implementation of an educational innovation. The LoU provides a score for each seven aspects of use of an innovation in addition to an overall rating. These categories are listed on the rating sheet which follows. The information was collected in the Classroom Organization Study to determine whether the LoU scores could be used to predict management effectiveness.

Although classroom organization had never been considered an innovation *per se*, it was felt that it could be studied by similar techniques since it can be viewed as something which must be learned through use. Therefore, an important research question in this study was how easily the concept of Level of Use and the associated methodology could be applied to a more global concept like classroom organization.

Questionnaire. The Stages of Concern questionnaire was also completed by the teachers in the month following the first interview, once for overall classroom organization and again for reading instruction. These were also based on work done by the PAEI/CBAM staff at the Center, and will provide information about teachers' most intense concerns about classroom organization and reading at the time of the interview. Copies of the two questionnaires follow.

Classroom Organization Study -- Teacher Interview #1

The following questions were asked to the teachers during their first interview. The order of questions was not necessarily followed, if the teachers provided needed information in an answer to a previous question or spontaneously answered a question without being asked directly. The interviewer was also free to follow up on answers with other probes that seemed important at the time. However, this set of questions served as a general guideline for the interviewer.

An introduction preceding the interview emphasized the purposes of the interview:

1. to identify constraints
2. to gather information on topics which could not be observed, such as planning activities
3. to learn of teacher's reasons for various strategies which we observed.

The teachers were then told that the interview would concern both classroom organization in general, as well as organization of reading as a specific area. We are interested in other subject areas too, we said, but would only discuss reading at that time.

I. General classroom organization and structure

--We are interested in your overall classroom organiation, both in your description of it and in how you developed it. First, would you tell me about what kinds of things you did before the first day of classes to get ready for school?

PROBE FOR IF NOT MENTIONED IN ANSWER TO ABOVE: What did you do to get to get your room ready? What about lesson planning that went on before classes started? What meetings and in-services were you involved in during the week before school started?

--Thinking back to the first few weeks of school, what specific things did you want to accomplish with the class in terms of their general behavior?

PROBE IF NOT ANSWERED ABOVE: What did you do to accomplish these things?

--What sorts of rules do you have in your classroom about what students can and can't do? Were any posted or otherwise written down? What are kids forbidden to do in the classroom? Are there procedures for what kids can do on their own? If not specific, probe further regarding bathroom, water, pencil sharpening, talking, activity.

--How did you introduce these rules to the kids?

--What happens to students when they break a rule or otherwise do not perform as desired?

PROBE IF NOT ANSWERED ABOVE: What happens when a student does not finish and/or turn in his or her daily work? What do you do?

--What other rules are you expected to support that are school or district policies?

PROBE: Were district guidelines given for consequences?

--Besides rules, what other things in your class encourage students to behave well? How do you deep them working?

--What problems and constraints have you encountered that have gotten in the way of your classroom organization? What things make it more difficult to run your class as you would like?

PROBE IF NOT ANSWERED ABOVE: Are there constraints in the area of scheduling imposed by school? Scheduling of individual students in activities outside of the room, like speech, Title I reading, etc.? Problems with supply of materials? Paperwork not directly related to instruction? Required testing? Physical constraints (building or room)?

--How do you deal with these constraints to minimize their effect? (Interviewer may have to choose specific ones to focus on.)

--What techniques have helped you run your class more efficiently?

2. Reading instruction

--Turning now to specific subject matter, would you briefly describe your daily routine for teaching reading?

PROBE IF NOT ANSWERED ABOVE: Where do the kids go for reading during the morning? What do you do? Are they working in groups or individually?

--What materials do you typically use to teach reading?

PROBE IF NOT ANSWERED ABOVE: How did you get these materials (i.e., checked out by school as matter of course, left from last year, scrounged before school started, etc.)?

--How did you introduce your system of teaching reading to the students?

PROBE IF NOT ANSWERED ABOVE: When did you start it? How were the procedures for movement around the room, getting materials, contacting the teacher, etc., explained to the students?

--What made you choose this particular system of teaching reading?

--When you do your daily planning for reading, what kind of things do you think of?

PROBE IF NOT ANSWERED ABOVE: How do you consider differing achievement levels? How do you think about materials to be used? (i.e., obtaining, arranging)

--What constraints have been imposed on your reading program this year? What has been helpful in your reading program?

PROBE IF NOT ANSWERED ABOVE: Ask about scheduling of students for other places in school, scheduling of whole class, access to materials, problems with teaming, problems with grouping, testing, school policies, paperwork, etc.)

--How satisfied with your reading program are you, in terms of your overall objectives?

PROBE IF NOT ANSWERED ABOVE: What would you like to be doing differently or have happen differently?

--What do you think you will be doing with your students in reading by the end of the semester?

PROBE IF NOT ANSERED ABOVE: Push for planning, long-range game plan, plans for adapting program, whether this teacher selects cues from students to guide the pace or whether she sets an arbitrary end point, (i,e., finish half of the basal by Christmas).

--For either reading or other subject matter areas, how do you use other people, such as aides, parent volunteers?

--Do you have a student teacher? How does that affect your organization and planning?

--Looking back over your experiences at the beginning of school, what suggestions would you make to other teachers about how to best begin the year? We're interested in both overall organization as well as beginning reading instruction.

--Anything else you wanted to say that I haven't asked you about?

SAMPLE FORM: LEVEL OF USE RATING SHEET

Tape #:
Site:
Interviewer:
Date: / /
I.D. #:
Rater:

Level	Knowledge	Acquiring Information	Sharing	Assessing	Planning	Status Reporting	Performing	Overall Lo
Non-Use D.P. A	0	0	0	0	0	0	0	0
Orientation D.P. B	I	I	I	I	I	I	I	I
Preparation D.P. C	II	II	II	II	II	II	II	II
Mechanical Use D.P. D-1	III	III	III	III	III	III	III	III
Routine D.P. D-2	IVA	IVA	IVA	IVA	IVA	IVA	IVA	IVA
Refinement D.P. E	IVB	IVB	IVB	IVB	IVB	IVB	IVB	IVB
Integration D.P. F	V	V	V	V	V	V	V	V
Renewal	VI	VI	VI	VI	VI	VI	VI	VI
User is not doing:	ND	ND	ND	ND	ND	ND	ND	ND
No information in interview:	NI	NI	NI	NI	NI	NI	NI	NI

Past User _____ Estimated past LoU _____

The amount of information in the interview was:	insufficient for rating	1	2	3	4	5	6	7	very adequat for rating
The interviewee:	does not fit on the chart	1	2	3	4	5	6	7	fits well on the chart
The interviewee:	was very difficult to interview	1	2	3	4	5	6	7	was no probl to interview

SoCC 43
AISD Reading

SAMPLE FORM:

Concerns Questionnaire

Unique Number ____________________

School ____________________ Date Completed ____________

It is very important for continuity in processing this data that we have a unique number that you can remember. Please use:

Last 4 digits SS# ___ ___ ___ ___

DIRECTIONS: This questionnaire is designed to explore what teachers are concerned about at different points in their careers. There are, of course, no right or wrong answers; each person has his or her own concerns.

Sometimes people are tempted to answer questions like these in terms of what they think they should be concerned about or expect to be concerned about in the future. This is not what is wanted here. We would like to know only what you are actually concerned about NOW in terms of your teaching of reading.

This questionnaire is used for several purposes. Therefore, a good part of the items on this questionnaire may appear to be of little relevance or completely irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale.

For example:

0 1 2 3 4 5 6 [✓ 7] This statement is very true of me at this time.

0 1 2 3 [✓ 4] 5 6 7 This statement is somewhat true of me now.

0 [✓ 1] 2 3 4 5 6 7 This statement is not at all true of me at this time.

[✓ 0] 1 2 3 4 5 6 7 This statement seems irrelevant to me.

Please respond to the items in terms of your present CONCERNS ABOUT TEACHING READING.

Thank you for taking time to complete this task.

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R&D Center for Teacher Education, The University of Texas at Austin

0 1 2 3 4 5 6 7
Not true of me now   Somewhat true of me now   Very true of me now

0 1 2 3 4 5 6 7 I am concerned about students' attitudes toward my teaching of reading.

0 1 2 3 4 5 6 7 I now know of some other approaches that might work better.

0 1 2 3 4 5 6 7 I don't even know about the teaching of reading.

0 1 2 3 4 5 6 7 I am concerned about not having enough time to organize myself each day.

0 1 2 3 4 5 6 7 I would like to help other faculty in their teaching of reading.

0 1 2 3 4 5 6 7 I have a very limited knowledge about the teaching of reading.

0 1 2 3 4 5 6 7 I would like to know the effect of reorganization on my professional status.

0 1 2 3 4 5 6 7 I am concerned about conflict between my interests and my responsibilities.

0 1 2 3 4 5 6 7 I am concerned about revising my teaching of reading.

0 1 2 3 4 5 6 7 I would like to develop working relationships with both our faculty and outside faculty who are teaching reading.

0 1 2 3 4 5 6 7 I am concerned about how my teaching of reading affects students.

0 1 2 3 4 5 6 7 I am not concerned about my teaching of reading.

0 1 2 3 4 5 6 7 I would like to know who will make the decisions in the new system.

0 1 2 3 4 5 6 7 I would like to discuss the possibility of teaching reading.

0 1 2 3 4 5 6 7 I would like to know what resources are available if I decide to change to another way of teaching reading.

0 1 2 3 4 5 6 7 I am concerned about my inability to manage all that teaching of reading requires.

0 1 2 3 4 5 6 7 I would like to know how my teaching or administration is supposed to change.

0 1 2 3 4 5 6 7 I would like to familiarize other departments or persons with the progress of my teaching of reading.

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0	1	2	3	4	5	6	7
Not true of me now			Somewhat true of me now			Very true of me now	

0 1 2 3 4 5 6 7	I am concerned about evaluating my impact on students.
0 1 2 3 4 5 6 7	I would like to revise my teaching of reading.
0 1 2 3 4 5 6 7	I am completely occupied with other things.
0 1 2 3 4 5 6 7	I would like to modify my teaching of reading based on the experiences of our students.
0 1 2 3 4 5 6 7	Although I don't know about the teaching of reading, I am concerned about things in the area.
0 1 2 3 4 5 6 7	I would like to excite my students about their part in my approach to reading.
0 1 2 3 4 5 6 7	I am concerned about time spent working with nonacademic problems related to the teaching of reading.
0 1 2 3 4 5 6 7	I would like to know what the teaching of reading will require in the immediate future.
0 1 2 3 4 5 6 7	I would like to coordinate my effort with others to maximize the effects of teaching reading.
0 1 2 3 4 5 6 7	I would like to have more information on time and energy commitments required by the teaching of reading.
0 1 2 3 4 5 6 7	I would like to know what other faculty are doing in this area.
0 1 2 3 4 5 6 7	At this time, I am not interested in learning about the teaching of reading.
0 1 2 3 4 5 6 7	I would like to determine how to supplement, enhance, or replace the way I teach reading.
0 1 2 3 4 5 6 7	I would like to use feedback from students to change my reading program.
0 1 2 3 4 5 6 7	I would like to know how my role will change when I am teaching reading.
0 1 2 3 4 5 6 7	Coordination of tasks and people is taking too much of my time.
0 1 2 3 4 5 6 7	I would like to know how other ways of teaching reading are better than what I have now.

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R&D Center for Teacher Education, The University of Texas at Austin

The following questions are virtually identical to those you just completed on reading. For these, however, we would like for you to indicate your present concerns about classroom organization. By classroom organization, we mean the way you organize and manage instructional materials, instructional time, contacts with individual pupils, and the many activities that go on during a school day.

0 1 2 3 4 5 6 7

Not true of me now — Somewhat true of me now — Very true of me now

0 1 2 3 4 5 6 7 I am concerned about students' attitudes toward my classroom organization.

0 1 2 3 4 5 6 7 I now know of some other approaches that might work better.

0 1 2 3 4 5 6 7 I don't even know what my classroom organization is.

0 1 2 3 4 5 6 7 I am concerned about not having enough time to organize myself each day.

0 1 2 3 4 5 6 7 I would like to help other faculty with their classroom organization.

0 1 2 3 4 5 6 7 I have a very limited knowledge about classroom organization.

0 1 2 3 4 5 6 7 I would like to know the effect of reorganization on my professional status.

0 1 2 3 4 5 6 7 I am concerned about conflict between my interests and my responsibilities.

0 1 2 3 4 5 6 7 I am concerned about revising my classroom organization.

0 1 2 3 4 5 6 7 I would like to develop working relationships with both our faculty and outside faculty in order to optimize their classroom organization.

0 1 2 3 4 5 6 7 I am concerned about how my classroom organization affects students.

0 1 2 3 4 5 6 7 I am not concerned about classroom organization.

0 1 2 3 4 5 6 7 I would like to know who will make the decisions in the new system.

0 1 2 3 4 5 6 7 I would like to discuss the possibility of using classroom organization.

0 1 2 3 4 5 6 7 I would like to know what resources are available if I decide to use classroom organization.

0 1 2 3 4 5 6 7 I am concerned about my inability to manage all that my classroom organization requires.

0 1 2 3 4 5 6 7 I would like to know how my teaching or administration is supposed to change.

0 1 2 3 4 5 6 7 I would like to familiarize other departments or persons with my classroom organization.

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0 1 2 3 4 5 6 7

Not true of me now — Somewhat true of me now — Very true of me now

0 1 2 3 4 5 6 7 I am concerned about evaluating my impact on students.

0 1 2 3 4 5 6 7 I would like to revise my approach to classroom organization.

0 1 2 3 4 5 6 7 I am completely occupied with other things.

0 1 2 3 4 5 6 7 I would like to modify my classroom organization based on the experiences of our students.

0 1 2 3 4 5 6 7 Although I don't know about classroom organization, I am concerned about things in the area.

0 1 2 3 4 5 6 7 I would like to excite my students about their part in my classroom organization.

0 1 2 3 4 5 6 7 I am concerned about time spent working with nonacademic problems related to classroom organization.

0 1 2 3 4 5 6 7 I would like to know what the use of my classroom organization will require in the immediate future.

0 1 2 3 4 5 6 7 I would like to coordinate my effort with others to maximize the effects of classroom organization.

0 1 2 3 4 5 6 7 I would like to have more information on time and energy commitments required by my classroom organization.

0 1 2 3 4 5 6 7 I would like to know what other faculty are doing in this area.

0 1 2 3 4 5 6 7 At this time, I am not interested in learning about classroom organization.

0 1 2 3 4 5 6 7 I would like to determine how to supplement, enhance, or replace my classroom organization.

0 1 2 3 4 5 6 7 I would like to use feedback from students to change my classroom organization.

0 1 2 3 4 5 6 7 I would like to know how my role will change when I am using classroom organization.

0 1 2 3 4 5 6 7 Coordination of tasks and people is taking too much of my time.

0 1 2 3 4 5 6 7 I would like to know how other ways of classroom organization are better than what I do now.

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Thank you for responding to the two questionnaires. Before you stop, please take a minute to provide the following information.

Age (circle one):

26 - 29   30 - 39   40 - 49   over 49

Training

Degrees earned ____________________

____

Date of last degree ____________________

College awarding last degree ____________________

Experience

What grade level(s) are you now teaching? ____________________

Total years of teaching experience ____________________

Years experience in this school ____________________

Years experience in AISD ____________________

How many years have you taught your current grade? __________

Which grade levels have you taught? ____________________

Role

	(circle one)	
Are you a member of a team?	Yes	No
Are you a team leader?	Yes	No
Are you teaching in a self-contained classroom?	Yes	No

SECTION III

DATA COLLECTION AFTER THE FIRST THREE WEEKS

SECTION III

DATA COLLECTION AFTER THE FIRST THREE WEEKS

Classroom Observations After November

After the first three weeks of school, observations were interrupted for about six weeks. During this time, the data from the first three weeks were transcribed and organized, and some modifications to the instruments were made. Observations were then resumed in November and continued through May, in order to gather data about year long management and organization trends and effects. In late March, one teacher quit teaching and another transferred to another position. Data from these two teachers' classes were used in subsequent analyses, because by the time they left, a sufficient number of observations had been made to provide an accurate assessment of their management behaviors.

The teachers were observed about once every three weeks for a total of eight or nine times, yielding an additional eighteen to twenty hours of observations per teacher. Each teacher was seen by two observers who alternated visits. Morning observations were approximately two and one half hours long and afternoon observations lasted about two hours. Four regular observers were used and the principal investigators also observed occasionally.

The observations were similar to those conducted in the first three weeks, with some minor changes in the instrumentation. The follow-up questions were no longer used, and instead there was a more detailed set of guidelines for the narrative record. Categories in the Student Engagement Ratings were subdivided and the component ratings were no longer used on a regular basis, although periodic ratings of the teachers were done. A time log was added, to provide data on time use in various content areas and instructional groupings. Therefore, each end-of-school observation consisted of a narrative, a set of Student Engagement Ratings, and a time log.

1. Narrative. The questions to be addressed in the narrative were somewhat different from those which were of concern at the beginning of school. The remainder-of-year focus was on maintenance of organization and modifications throughout the year. The manual for the narratives follows.

The most important addition in emphasis was to focus as much as possible on reasons that students were off-task. That is, observers were asked to include information about antecedent or simultaneous conditions that could be linked to individual students or sub-groups of students who were not engaged. In this way, the student engagement ratings were linked to classroom events, providing data for inferences about relationships between teacher organizing techniques and student on-task behavior. For example, these two samples suggest linkages between teacher actions and student behaviors.

> "The boy by the bathroom doors looks up every time someone passes him, and he seems to be a kid who is very easily distracted. It's taken him 30 minutes to copy his ten spelling words, but the teacher hasn't realized this yet."

> "The teacher's explanation began by making sure everyone was watching her and silent. She then explained Part 1 and let them begin it. When almost everyone had finished, she called for their attention again and presented directions for Part 2 and after-work options. This interruption did not seem to bother the children, since all of them got back to work right away, and soon seemed to be looking at Part 2 in their books. Since the instructions for 2 were so different from 1, I think the kids would have been confused if they had gotten all the directions at once.

> The teacher spent the rest of the time working with three students at the reading table. There was very little off-task behavior in the students at their seats."

2. Time Log. After the observation was completed, the observers filled out a time log which included information on how long transitions took, how much time was spent on each type of activity, and how many students were involved. The time log can be used along with the narrative to get a detailed chronology of classroom activities. Instructions for the time log and a sample form follow.

3. Student Engagement Ratings. As was done in the first three weeks, every 15 minutes the observer counted the number of students who could be classified in each category of student engagement. However, there were some slight changes in the categories. In addition to counting students, the observer noted the code number for a set of categories for lesson format and subject matter. Other changes included dividing the academic and procedural on-task categories into "definitely on-task" and "probably on-task" for each type of activity. A category was added for "dead time," in which a student has nothing specific to do, and the meaning of the "Can't tell" category was limited to students who were not visible to the observer. The manual for these revisions of the Student Engagement Ratings follows.

MANUAL FOR NARRATIVES TAKEN IN THE SECOND PHASE OF OBSERVATIONS IN THE CLASSROOM ORGANIZATION STUDY

The guiding framework for this study has been, from its beginning examining four aspects of classroom organization: the management of time, materials, contacts with students, and constraints imposed on teachers. The four topics remain critical to the study, but experience during the first few weeks of school has led us to reorganize the questions that we are asking, in order to more specifically tap important aspects of classroom organization. Therefore, the following description does not replace earlier conceptualization of this study, but instead refines the questions based on our experience in classrooms.

While in the classroom, the observer is responsible for three activities. The most important is to be taking notes in the form of a narrative record which addresses the questions discussed below under "Narrative." In the process of doing this, the observer will also note any times that are necessary to complete a time log after the observation. Criteria for such times are also discussed below under "Notations of time." The third responsibility of the observer is to complete a Student Engagement Rating every fifteen minutes, by noting the number of students falling into each of eight categories of engagement, and by noting certain information about the context of the classroom at that time. Definitions of these categories are noted below under "Student engagement ratings."

Notations of Time

The observer should note the time at the beginning and end of an observation, and should include in the narrative record the times at which the subject matter, the major activity, content, and/or format are changed within the classroom. This would include the beginning and ending of all transitions, either between or within subject matters. The observer should also note the time of any interruption. In general, therefore, the observer is being asked to note any times which signal a change in the classroom organization. Whenever an observer cannot decide if a time should be noted or not, she should go ahead and note it. It is better to have too many times than too few.

After the observation is completed, the observer should fill out the time log on the forms provided. This would include completing the identification field at the top of each page, and describing each interval of time in terms of the Start Time, Stop Time, number of students involved, and a brief description of the activity. The time log has space for three concurrent activities to be noted, so that it will be possible to describe the different schedules of various groups in the classroom. This time log should include intervals spent in transition, as well as intervals of time spent in actual instruction and work on assignments. When it is completed, it should be possible to follow the schedule throughout the day for all of the students in the class. This does not mean that it should be done in terms of individual students, but rather in numbers of students in each subgroup who are following different schedules. An example of a completed time log is attached.

If the observer has more than three activities to note because four or more groups are following different schedules, she should use an extra page, rather than trying to squeeze all four on to the three sections of one page. When completed, the pages should be numbered consecutively and noted as "Page___ of___."

Narrative

The narrative which is completed in the second phase of observation will follow a general outline which lists the important questions to ask during each observation. This is a change from the very specific questions which were asked of observers with the 62 follow-up questions of the first three weeks' observation. The outline is provided below with some discussion of each of the questions and examples of important activities.

The outline is divided into two major sections which each focus on either teacher or student activities. There are more specific questions asked about the teacher's activities, but this should not lead the observer to think that these are more important than the students' activities. It is important to note the relationship between what the teacher does and what the student does; that is, the reaction of one to the other should be a very important aspect of the narratives. In fact, probably the most important question of the entire narrative is the last one included on this outline, "Why are students, either as a group or individually, off or on-task?" However, in order to answer this completely, it is important to have the information provided by answers to all of the other questions. The outline below provides discussion of each question.

I. Teacher Activities (What are the activities engaged in by the teacher to establish and maintain the classroom organization that day?) In general, the observer will be noting both explicit organizing activities and moves by the teacher, as well as implicit ones. Implicit organization would include procedures and routines that were established previously and which are used on a regular basis. As the observers become more familiar with the classrooms, and know that certain procedures have been described in detail, they can refer to them more briefly as time goes on.

A. Preparation (What has the teacher done to get ready for that day?) The observer should note both explicit and implicit planning and preparation which are evident. Likewise, it should be noted if there has been a lack of planning. Planning activities includes preparation and organization of materials and supplies. It will also include whether or not the teacher has a clear idea of the sequence of questions or sequence of information presented to the students. Whenever the observer feels that a problem has arisen due to the lack of planning or preparation in either of these areas, she should feel free to note her interpretation of the situation.

B. Teacher communication to students. (What does the teacher communicate to the students about what they are supposed to be doing?) To answer this question, the observer should note the instructions, directions, explanations and corrections delivered to the students about their activities and use of materials. These communications may be explicit and given completely within a single observation, or they may be implicit as part of a procedure of routine which the students obviously know. Observer judgement will be involved here in deciding how many details to include about the teacher's verbal instructions. In some cases, it will be necessary to repeat them almost verbatim. In other cases, they can be described and summarized, with regard to the amount of detail or clarity involved. The observer should keep in mind that persons reading the narrative may want to trace later student on-task or off-task behavior to the information given to those students before beginning a task. Again, as the observer becomes more familiar with the procedures and routines in a classroom and particular teachers' styles, it may be possible to include less detail on such matters.

Another important component of teacher communication to students is the extent to which and the way in which teachers use praise and criticism. It has become increasingly clear to us over the last few years that the use of praise and criticism is a complex matter. Some teachers are very effective in motivating students to perform well through their use, while other teachers use so much that they make the situation worse. One type of praise which many teachers use with varying degrees of success is public praise to emphasize a positive behavior--"I like the way that Susie is sitting quietly and listening to me." Likewise, a little bit of criticism is sometimes highly effective with some students, but can be misused easily. The observer should remain aware of the difficulty in using praise and criticism effectively, and should note instances in which they are used well and misused. Such descriptions should include, when evident, the antecedents and consequences of the use of praise and criticism. Again, observers should feel free to make any interpretive comments regarding this. It may be useful to the observer to think of activities in the classroom in terms of these three categories:

i. Academic activities and use of materials in them. The narrative should include descriptions of the actual assignments given to the students in the subject matter areas, such as written seatwork, reading, building a project for art or science, or completing math problems out of the textbook.

ii. Procedural activities and use of materials in these. This includes directions from the teacher about classroom procedures which are not directly related to completing an academic assignment, such as transitions within the room or into and out of the room, getting materials from a shelf and returning them, and going to the bathroom, getting water, or going to the pencil sharpener. There will probably be fewer of these communications than there were in the first three weeks of school, although some can be expected throughout the year. It will be especially important to note the changes in a standard procedure or schedule and the way that the teacher explains this to the students. For example, throughout the year, a teacher may be introducing new learning centers and materials to the students. It would be very important to note the specific directions and explanations given to the students then.

iii. Behavioral corrections about unsanctioned activities or unsanctioned use of materials. In this category would be included teacher corrections to students who have broken some classroom rule or who are misbehaving. It would also include punishment that was threatened or delivered by the teacher. The observer would also want to note times when threats were not followed through on, and also times when students were obviously misbehaving but were not corrected by the teacher. In this case, there has been a lack of direct communication from the teacher which is as important to know about as the presence of some communication. In general, this statement applies to all of the questions asked under the heading of "Teacher communication to students." Again, the observer should feel free to note any interpretations or suggestions about why problems arose due to lack of clear communication to students about what was expected.

C. Teacher contacts with students and monitoring of classroom. (How does the teacher know what is going on with each student? How does the teacher monitor the class? How does the teacher allocate contacts between the students and him/herself?) While the focus of Question A above was on activities the teacher does alone without the students, and the focus of Question B was on communication from the teacher to the students, the focus of this set of questions is on the teacher receiving some kind of communication or feedback from the students about how well they are working or how much they understand. One important aspect of classroom organization is how the teacher sets this up so that it is possible for him or her to maintain as much contact as is necessary with the students in order to get feedback from them about their understanding, and to give feedback to the students about their work and behavior. Again, it may be useful to the observer to think of the classroom in terms of three major types of contacts:

i. Academic contacts. It is important for the observer to note how the teacher selects students to answer in a public setting, such as a question-and-answer discussion. Some teachers rely primarily on use of volunteers, while some teachers allow student call-outs. In both of these cases, the students are often more in control of who deals with the teacher in the public setting than the teacher is. Other teachers maintain more of this control for themselves by calling on students who have not volunteered, or by using some sort of systematic way to call on students, such as going around the room in a pattern. The observer should note whichever techniques are used by the teacher to select students in public question-and-answer settings.

It is also important to note how the teacher maintains contact with students who are doing private work, such as seatwork or working at a learning center without being under the teacher's direct control at the time. Some teachers only deal with students who approach them or raise their hands, while other teachers very systematically circulate throughout the room, checking on students. The observer should note how the teacher distributes contacts in this setting also.

In addition, any information on how the teacher gives feedback to the students about mistakes made on their written work would be very valuable. (However, many times this is not evident.) A teacher who spends the first half-hour of every morning returning yesterday's work and telling the students their mistakes is a teacher who is very deliberately giving the students feedback on their work. The actual curriculum content of any such contacts is not of great importance to the narrative, except when it seems to affect the students' attention to task. For example, if a teacher is circulating around the room and notices that a student has misunderstood how to do something and therefore she reviews the instructions, this content should be noted. Likewise, if a student is making a lot of mistakes because he doesn't understand some concept and the teacher spends some time reviewing this, this should be noted, so that it is distinguishable from problems arising from forgetting instructions about page numbers, how to work a puzzle, etc.

ii. Procedural contacts. These would include the teachers' monitoring the students as they go through pre-established routines, procedures, and offering further explanation as necessary. An example of a teacher actively monitoring such a situation would be one who stands at the front of the room and observes the students as they move through a transition to make sure that everyone is going where they should be going. An example of a teacher failing to do this would be one who turned her back to most of the class as they were moving through a transition. The actual content of such procedural monitoring and any contacts that result from them would be important to describe in order to clearly define any organizational problems.

iii. Behavioral contacts. It is important to note how quickly the teacher responds to misbehavior by the students and when this is the result of systematic monitoring on his/her part. That is, what does the teacher do to make sure that he/she will spot misbehaviors? Likewise, what does the teacher fail to do that prevents him/her from spotting misbehaviors? Overall, the observer should feel free to note impressions about the way monitoring systems or systems of allocating contacts seem to prevent, minimize, or cause problems. The observer should also note impressions about whether the teacher's contacts with the students consist primarily of academic, procedural, or behavioral contacts. Some teachers never deal with students except when they misbehave. Other teachers have things running so smoothly that they hardly ever have behavioral or procedural contacts, and therefore most of their contacts are academic in nature. Such impressions are very valuable, especially when the observer can also provide reasons for them.

D. Constraints on classroom organization. (What gets in the way? What interrupted the routine? What constraints were evident and how did the teacher deal with them?) The observer should note all interruptions of the classroom routine and try to classify them as internal or external to the class. That is, were they things that the teacher could have prevented or not? Likewise, any impressions should be noted about general conditions in the classroom or school that might make the teacher's job more difficult or which mean that he/she has to cope with a particular situation to minimize problems. An example of this might be having insufficient room for children to hang their coats but having students who must go outside several times during the day to go to other rooms in the school. Other examples of constraints are schedules imposed on the teacher for their entire class or groups within the class. Whenever it seems pertinent, the observer should note any questions about whether or not the teacher has the power or authority to do certain things, or has access to resources that would solve the problem. For example, if problems are arising in the classroom because of students sharing materials, and it isn't clear to the observer whether or not the teacher actually could get enough materials, this question should be noted.

II. Student Activities and Response to Teacher (What student activities are expected and desired by the teacher and what activities are actually engaged in? That is, what is the focus of the students' attention/engagement?) This is probably the most critical question of the entire study. Whenever the observer notices the probable relationship between student attention/engagement and something about the organization of the classroom, she should note that idea or interpretation.

A. Counts of students engaged in various categories will be noted on the Student Engagement Rating form. The definitions of these categories are described elsewhere in this manual. The observer should key each rating to the narrative by noting the number of the rating on the narrative form, in the column "St. Eng.," at the line on the page where the narrative was interrupted for the Student Engagement Rating. After taking the rating, the observer should try to describe in the narrative anything that accounts for students being on- or off-task.

B. Whenever it seems relevant to the observer, she should note first names of students. This will result in informal case studies of certain students that stand out in the class.

C. Probably students who are on- on off-task in a class will be that way for different reasons, depending on the student. Whenever possible, the observer should note the apparent reasons for various subgroups of students. Some possible reasons that students may be off-task are:

i. They don't have enough to do and have finished the assigned work, or don't understand what they are supposed to do when they are finished.

ii. The students have enough to do, but do not understand how to do it and can't get the teacher's attention and/or help.

iii. The teacher is not monitoring the students and they start misbehaving and misbehavior continues.

iv. The students are distracted by something going on in the classroom.

v. The student has been working too long on the same thing and his/her attention span is short.

vi. The student is bored with the assignment.

vii. The student is engaged in other activities which are allowed in the classroom, but is probably doing this to a greater degree than necessary. (Going to the bathroom, sharpening pencils, etc. This is related to the teacher's monitoring or to poor planning of procedures, perhaps.)

viii. The students are wasting time waiting for something to be done, because the teacher has not set up a routine or procedure which would save time.

Whenever the observer can relate some of these reasons to individual students or subgroups of students such as lower achievers, students whose view of the teacher is blocked, etc., it would be a very valuable thing to include in the narrative. It is possible that the procedure for doing the narrative may be revised later in the year to allow careful focusing on individual students or subgroups of students. The ideas provided in the narratives up to this point can be utilized then in asking particular questions about these individual students or subgroups.

GUIDELINES FOR FILLING OUT THE TIME LOG

After the observation is completed, the observer should fill out the time log on the forms provided. This would include completing the identification field at the top of each page, and describing each interval of time in terms of the Start Time, Stop Time, number of students involved, and a brief description of the activity. The time log has space for three concurrent activities to be noted, so that it will be possible to describe the different schedules of various groups in the classroom. If the class meets as a whole for the entire period then only the left hand set of columns will be filled. This time log should include intervals spent in transition and dead time, as well as intervals of time spent in actual instruction and work on assignments. If five or more students are in dead time or transition while the rest of the class is working on something else, then they should be placed in a separate column on the time log. When the time log is completed, it should be possible to follow the schedule throughout the class period for all of the students in the class. This does not mean that it should be done in terms of individual students, but rather in numbers of students in each subgroup who are following different schedules. An example of a completed time log is attached.

If the observer has more than three activities to note because four or more groups are following different schedules, s/he should use an extra page, rather than trying to squeeze all four on to the three sections of one page. When completed, the pages should be numbered consecutively and noted as "Page ___ of ___." If there is a continuation on a second page for a fourth group, that page should be numbered "2a", etc.

SAMPLE FORM: TIMELOG

Teacher # ____ School # ____ Observer #____ Date________ AM PM # in class ________ Page ___ of ____

Start	Stop	#	Subject/activity	Start	Stop	#	Subject/activity	Start	Stop	#	Subject/Activity

GUIDELINES FOR NOTING
STUDENT ENGAGEMENT RATINGS

At fifteen minute intervals, the observer should complete a Student Engagement Rating. This consists of 1) four kinds of information about the classroom context at that time, and 2) the number of students who can be classified in each of eight different categories of engagement. The observer should complete the first rating within the first 15 minutes, and then maintain a 15-minute interval between all subsequent ratings.

Description of Classroom Context

In order to provide information about the context in which the engagement rating was taken, the observer should code the format of the classroom, the subject matter on which the teacher was focusing, the subject matter on which most of the students were focusing, and the number of students in the class at the time the rating was taken.

Classroom Format. There are 18 categories available to describe the format of the classroom. The first 14 of these categories describe ways in which the teacher may organize the class for instruction. Basically, the 14 categories represent combinations of the following three variables:

--The focus of the teacher's attention; that is, to which part of the class she is directing her attention and whether she is actively teaching something or simply monitoring the students' progress on independent work.

--The focus of the students' attention at the time; that is, whether everyone in the group is paying attention to a single stimulus, or whether each student is attending to something individually at his or her desk. In the case of individual assignments, it is important to note whether the students are working on the same assignment or whether they have different assignments.

--The number of adults who are actively supervising students.

Classroom formats 1 and 2 are similar in that they both have the teacher focusing his/her attention on the entire class at once by teaching something to them, and the students' attention is therefore supposed to be directed toward the teacher or something else of central importance. For the first two categories, it is assumed that only one adult is involved. In the case that two adults are involved presenting a single lesson to the entire class, the format would still be coded as belonging to one of these two categories. The difference between formats 1 and 2 is their content--whether academic or procedural.

1. Teacher presentation to whole class, academic in nature. In order to be classified as this format, activities in the room at the time must meet the above description, and in addition must focus on academic content. Some examples of this are: the teacher lecturing to the whole class; teacher asking questions and responding to answers from the whole class; teacher giving a science demonstration; teacher reading aloud a story to all of the students; teacher working at the chalkboard; teacher leading a spelling or math drill; teacher using an audio-visual aid such as overhead projector, film, or television, to which the students are expected to attend; presenting assignments to the entire class; and checking work with the entire class. If four or fewer students are doing something different while the rest of the class is being taught in this format, then the category should still be used.

2. Teacher presentation to whole class, procedural/behavioral. To be coded in this category, the activities in the classroom must fit the description given above, and the topic must be classroom routines, procedures, rules, or behavior. This format is used frequently in the first few weeks of school. Examples of it might be describing to the entire class the way that they are to wear their name tags during the week, how they are to care for their books, how they are to enter the room in the morning, sharpen their pencils, go to the

bathroom and get water, how they are to hand in their work each day, how they are to make transitions in the room or line up to leave the room, and presentation of an attention-getting signal to the entire class with an explanation of what it means.

Format categories 3, 4, and 5 are similar in that the teacher's attention is being focused on a sub-group (usually a small one) while other students in the class are working on independent assignments without any adult other than the teacher supervising them. The students who are not with the teacher are called "out-of-group" students. The differences between categories 3, 4, and 5 have to do with whether or not these out-of-group students are working on same or different tasks.

3. Teacher presentation to a small group with others in class working independently without adult supervision. All out-of-group students are on same task. This means that every out-of-group student is supposed to be working independently on an academic assignment and everyone is working on the same assignment. A typical example is for the teacher to be having a reading lesson with a small group while everyone else in the class is supposed to be completing the same ditto sheet.

4. Teacher presentation to small group with others in class working independently without adult supervision. Out-of-group students are on more than one task but all of their assignments are within the same content area. A typical example of this is the teacher working with a reading group while other students in the class are also engaged in reading activities. Half of these out-of-group students are supposed to be working with SRA materials, while the other half are supposed to be working on reading worksheets.

5. Teacher presentation to small group with others in class working independently without adult supervision. Out-of-group students are on more

than one task in more than one subject matter area. A typical example of this is the teacher working with a small group and listening to them read aloud while some of the out-of-group students are working on handwriting assignments, and while others are working on math assignments.

Categories 6, 7, and 8 are similar in that the teacher's focus of attention is not directed toward teaching a lesson per se, but in circulating around the room to check on students who are working on academic assignments. The teacher is the only adult responsible for monitoring the students' work. The differences between categories 6, 7, and 8 have to do with whether the students are grouped or not and whether they are working on same or different assignments.

6. Independent individual activities. Each student is focused on his or her own individual work while the teacher circulates through the room. All of the students are working on the same task. An example is the teacher telling everyone to work the same set of ten problems out of the math book, and then circulating around the room while they are doing it. If the teacher is actually conducting a class discussion by interspersing brief questions with written answers which are immediately discussed, the format is not coded as a 6, but would instead be coded as a 1, since the focus of the lesson would be the class discussion. The focus of format 6 is on the students all completing the same assignment, but completing it independently.

7. Independent individual activities. Each student is focused on his or her own individual work, while the teacher circulates through the room. The students are on different tasks. The only difference between this and category 6 is that more than one assignment has been given to the students, so that not all of the students are doing the same assignment at the same time. There may be times when all of the students may be working on the same thing, and then some students gradually begin working on something else. The convention

here is that when fewer than five students are doing something different from the rest of the class, the format should be coded as category 6. When five or more students are doing something different for their individual work, the format should be coded as category 7.

8. Students are working in small groups with the teacher circulating throughout the room going from group to group. At least five students are engaged in some kind of group activity such as playing a game or reading the parts of a play. They are doing this without the direct supervision of the teacher except when he or she happens to monitor them. If assignments have been given by group, but the students in the group are not working with one another (i.e., they are still doing independent, individual work), it would be coded as a category 7.

Categories 9 through 14 have the same definitions as categories 3 through 8, respectively, except that another adult besides the teacher is in the classroom and is working with the students on their assigned tasks. This other adult can be an aide, a student teacher, a student intern, or a parent volunteer. He or she must actually be working with students on academic tasks and not simply doing clerical work for the teacher at that time or observation.

Categories 15 and 16 are to be used whenever the student engagement rating is taken during a transition.

15. Transition, students staying in room and changing activities. This category should be used when fewer than five students leave the room, and others within the room are moving between small groups or getting out new materials for a different subject or different activity.

16. Transition, students entering or leaving the room. This category should be used when at least five students enter or leave the room for the purpose of changing classrooms for an academic activity.

17. Dead time. This category should be used when the entire class (or all but four or fewer) has been left in "dead time." The teacher has not given them any definite assignments or communicated any expectations to them about what they are supposed to be doing. An example of this might be finishing a public discussion five minutes before lunch and not telling the children what to do then, so that they sit at their seats. Another example might be students waiting for another class to come in to begin some lesson which is team taught. Typically, dead time for an entire class is a short period of time in which the students are waiting for some transition to begin. It can also occur if the teacher is conducting a lesson and is interrupted or called aside, and she leaves the students without making provisions for their doing anything.

18. Other. If there is some activity which cannot be described by the preceding categories, the observer should code the format as 18. There should be a clear description in the narrative of what was happening in the class at that time.

Subject-teacher focus. The observer should note the code number of the subject matter on which the teacher is concentrating at the time. If the teacher is addressing the entire class or a small group, the subject matter is the one that he or she is teaching. If the teacher is circulating about the room while the students are doing seatwork, the subject matter is that assigned to most of the students in the room. A list of categories and code numbers is given below.

Subject-student focus. The observer should note the code number of the subject matter on which the students are focusing. In the event that the teacher is working with a small group, this category applies to those students who are out of the group, working at their seats or at other centers. Many times the focus of the teacher and students will be the same.

The subject matter codes are:

1. Reading
2. Spelling
3. Handwriting
4. Grammar or other aspects of Language Arts or "English"
5. Reading/Language Arts (Assignments which are a combination of the two subject areas, including anything in categories _1_ through _4_ above)
6. Math
7. Social Studies
8. Science
9. Spanish
10. Art
11. Music
12. Classroom procedures and rules
13. Social-emotional, affective focus, such as Magic Circle
14. Transition
15. Dead time (See definition given for format #17)
16. Other subject area
17. Mixed. A combination of two subject areas being taught at the same time other than the combination of reading and Language Arts, which is categorized as #5. An example would be math, spelling, and reading assignments being worked on at the same time.

There may be occasions in which a single activity is occurring, but it isn't clear which subject matter should be noted, since two are actually involved in teaching some content. Examples of this are: learning to sing songs in Spanish, and a Science lesson that involves the application of math. In these cases, the observer should decide which is the primary focus of the lesson and categorize that. This is usually evident from the daily schedule or the teacher's announcement about the activity.

Number in Class at Time. This should be the total number of students who were in the room and could therefore be considered in the Student Engagement Rating. This may not represent the number of students attending class that day, since students may be in the bathroom or in other places in the school at the time of the rating. The number noted here should be the total noted in eight categories of student engagement for that rating.

Categories of Student Engagement

Definitely On-Task, Academic. Students falling in this category are those working on an academic assignment or receiving an academic presentation, and who are very clearly paying attention to the task. That is, the observer is very confident that they are actually engaged in the academic activity which the teacher is expecting them to be engaged in and attending to. In order to be considered academic in nature, the students must be receiving new information from the teacher about some skill involved in reading, writing, spelling, grammar, math, etc., or some set of facts involved in these or other areas (e.g., social studies, science, music), or they must be using such skills or facts in completing an assignment. This category does not include instructions from the teacher about activities which are preparatory to beginning an academic task, or necessary for completing an academic task, such as those described under the two categories of "on-task, procedural," below. It does include activities after assignments which are related to academic skills--reading library books, coloring, etc.

Probably On-Task, Academic. Students falling in this category are those who are supposed to be working on an academic assignment or attending to an academic presentation, but who cannot confidently be said to be attending; however, they are not definitely off-task either. Students falling in this category might be those who are sitting at their seats with work in front of them but who are looking up at the wall or out the window at the time the rating is taken. The student might be thinking about the task, he might be resting momentarily before returning to work, or he might be daydreaming. The observer cannot tell by simply watching the student; however, it is also clear to the observer that the teacher would not be likely to correct the student for his behavior at that time; that is, it is not clearly off-task, unsanctioned behavior.

Definitely On-Task, Procedural. Students classified in this category are those who are clearly engaged in some procedural activity which is preparatory to beginning an academic activity, or is necessary for finishing it. Such activities include moving through transitions, sharpening pencils, getting out of new materials or putting up used materials, turning in work, putting headings on paper, collecting books from other students, finding one's place in a textbook, and listening to a teacher give an assignment, when this doesn't involve the teacher actually presenting new academic information. (For example, listening to the teacher explain that "Your math assignment is to do all of the problems on pages 72 and 73," would be on-task, procedural, but listening to the teacher say, "The way to add fractions is . . .," would be academic.) Sometimes procedural tasks involved the entire class (e.g., lining up to go next door for reading) and sometimes an individual will be doing something alone which can be considered procedural (such as turning in paper). It also includes class procedures such as lining up for lunch or dismissal, collecting money from students, or any other procedure initiated by the teacher for the sake of getting something done.

Probably On-Task, Procedural. Students classified here are those whom you think are probably engaged in some procedural activity, but who are not clearly doing so. However, they are not obviously off-task or misbehaving. An example of this would be a student who is moving across the room, and you suspect that he is going to a skill box to pick up some materials, but it is not absolutely clear to you that he is doing this or just wandering around. The same category would apply to someone who is waiting near a supply area or waiting near the teacher's desk, and you suspect that the wait is part of continuing some academic activity, but you are not absolutely sure.

Off-Task, Sanctioned. Students are to be classified here when, at the time of the rating, they are involved in some activity that is not academic or procedural in nature, but which is allowed in the classroom. Typically, this involves going to the bathroom, getting water, and going to and from the waste basket.

Off-Task, Unsanctioned. Students are classified in this category when they are very clearly misbehaving and doing something which the teacher does not approve of. It is not essential that the teacher correct the student for them to be classified here. The definition of unsanctioned behaviors depends on the rules each teacher has established for his or her class, and therefore, what is unsanctioned in one room may not be unsanctioned in another. Typically, however, behaviors which would be classified here would be: talking to one's neighbor when this is not allowed, cheating on a test, playing around in a disruptive manner instead of working, and being out of one's seat when this is not allowed.

Dead Time. Students should be classified here when the observer realizes that there is nothing specific which students are supposed to be doing and when they are not engaging in unsanctioned behavior. This would include students who are waiting for a transition as part of the whole class and students who have finished all of their assigned work and who have not been given anything else to do.

No Data (Can't See). If there are students in the classroom who cannot be seen by the observer, they should be included in this category. This would include those who are working behind dividers and any student whose back is to the observer when it is necessary to see the face in order to make an accurate rating. This category would not include students who were out of the room at the time the rating was taken, since these students are not counted in the "Number in Class at Time" for that particular rating.

SAMPLE FORM:

Student Engagement Ratings

Teacher #_____ School #____ Observer #_____ Date ________AM PM # students ____ Page ___ of __

	1	2	3	4	5
Time					
Format					
Subj.-T.					
Subj.-St.					
# in room					
# def. on, acad.					
#prob. on, acad.					
# def. on, proc.					
# prob. on, proc.					
# off, sanc.					
# off, unsanc.					
# dead					
# can't see					

	6	7	8	9	10
Time					
Format					
Subj.-T.					
Subj.-St.					
# in room					
# def. on, acad.					
# prob. on, acad.					
# def. on, proc.					
# prob. on, proc.					
# off, sanc.					
# off, unsanc.					
# dead					
# can't see					

Reliability

During the week February 12-16, a series of reliability observations were done using the four regular observers. Pairs of observers observed a class and did Student Engagement Ratings at the same time but without consultation. Component Ratings were done by the observers following each reliability observation. These pairs of ratings were used as a check on rater reliability. It was found that agreement between observers on both the Student Engagement Ratings and the Component Ratings was quite high. Reliability was computed on the 32 variables on the Component Ratings using the intraclass correlation statistic. Only eight ratings had a reliability of less than .8. In addition, classroom narrative records were checked periodically by staff members for sufficient level of detail.

Final Teacher Interview

A final interview of the participating teachers took place in May, after the cessation of observations. The purpose of this interview was to gather information about relationships with other school personnel, major changes made during the school year and desired changes for the next year, assessment of the students, and the organization of arithmetic instruction.

In addition, teachers were given some information about the study as a whole and some individual feedback on the teacher's classroom organization. A copy of the questions and materials used in this interview follow.

Classroom Organization Study

Exit Teacher Interview

(May, 1978)

Introduction should give an overview of the major types of questions to be asked, and should say that the interviewer also will provide information about the study as a whole and feedback to the individual teacher.

Have the teachers sign the vouchers!! Remind them that the checks may take several weeks, since they have to go through UT paperwork. Make sure that summer addresses are correct.

Working relationships with other adults in the school

1. What contacts do you have with other adults in the school about students that you share? (Probe for information about music, PE, Resource, Title I, librarian, etc., especially regarding joint planning and any systems for reporting to one another.)

2. How often do you discuss instruction and classroom organization with the principal?

Changes over the year and desired changes for next year

3. We're interested in the major changes you may have made over the year in your room arrangement, especially in student seating patterns. What have you changed, and what were your reasons? Are you able to have the arrangement you think is most ideal?

4. We are also interested in major scheduling changes that have taken place, What have you changed, and what were your reasons?

5. Have you made any major changes this year in terms of curriculum, classroom organization, etc. (when compared to last year or maybe when compared to expectations, for the new teachers)? How has this affected your teaching?

6. Are you planning any changes in curriculum and/or organization for next year?

Students

7. Are the pupils you are teaching this year markedly different from those you have taught in the past? In what ways?

8. Are there students in your class who have missed a great deal of school? Do you have any special routines or procedures for their making up work? (Probe for which subject areas are to be made up.)

9. What do your students know about the grades that are assigned on the report cards? Are they aware of what they will receive? Does this seem important to them?

10. We are interested in knowing what materials were covered in reading this year, and how far the students got in the basal series. (Refer to accompanying forms with student names, and note the beginning and end points for each student. Be sure to add students who have entered since the beginning of the year, and note those who have moved.)

Arithmetic Instruction

11. What is your daily procedure for teaching arithmetic? (Probe for schedule, assignments, what materials used, grouping practices and/or individualization, feedback to students about their work)

12. Do you have students who are way below grade level or way above? How do you deal with them?

13. Could you indicate how many of your students (roughly) have learned these concepts? (Refer to the accompanying form for math concepts.)

Special students

14. Are there particular students who have been memorable behavior problems this year? How did you deal with them, and how do you think that worked?

15. Do you have students who leave your classroom for most of their instruction in reading and math? (Note on list with names.) Who leaves for what other purposes?

SAMPLE FORM: Beginning/Ending Reader List

Teacher #________ School #________ Date:____________________

Name of Student	Beginning Reader	Ending Reader	Reading Teacher	Math Teacher

SAMPLE FORM: Beginning/Ending Reader List

ECONOMY	HARCOURT BRACE JAVANOVICH	HOUGHTON MIFFLIN	HOLT, RINEHART AND WINSTON	MACMILLAN
Level 3 Pug PP.1 Sun Tree PP.2 Zip! Pop! Go! PP.3	Level 3 Sun Up A Happy Morning A Magic Afternoon	Level 3 Tigers PP.1 Lions PP.2 Dinosaurs PP.3		
Level 4	Reinforcement	Reinforcement		
Level 5 Green Feet	Level 5 Sun & Shadows	Level 5 Rainbows		
Level 6 Blue Dilly Dilly	Level 6 Together We Go	Level 6 Signposts		
Level 7 Curbstone Dragons	Level 7 A World of Surprises	Level 7 Secrets		
Level 8 Mustard Seed Magic	Level 8 Going Places, Seeing People	Level 8 Rewards		
Level 9	Reteach	Enrichment		
Level 10 Air Pudding & Wind Sauce	Level 10 Widening Circles	Level 10 Panorama		
Level 11 Mysterious Wysteria	Level 11 Ring Around the World	Level 11 Fiesta		
Level 12	Reteach	Enrichment		
		Level 13 Kaleidoscope	Level 13 Time to Wonder	Level 13 The Magic Word
		Level 14	Reteach	Enrichment
		Level 15 Images	Level 15 Freedom's Ground	Level 15 Bold Journeys

SAMPLE FORM

Teacher #________ School #________ Date:________________

MATHEMATICS COMPETENCIES

	Didn't Teach	Few 1-3	Some	One-Half	Most	All
1. Recognizes and names halves, thirds, fourths, fifths, sixths and eighths of a region or set.						
2. Computes cost of items in dollars and cents.						
3. Tells time to minutes; knows 60 seconds = 1 minute.						
4. Reads Fahrenheit and Celsius scales on a thermometer.						
5. Reads and writes any three-digit number.						
6. Counts by twos, fives and tens to 100, and by threes to 30 and fours to 40.						
7. Orders and writes numerals to 1000.						
8. Uses place value terms of "ones," "tens," "hundreds," and "thousands" to describe a number.						
9. Knows family of facts for addition and subtraction 0 - 18.						
10. Adds and subtracts three-digit numbers with regrouping.						
11. Knows the multiplication tables of 0, 1, 2, 3, 4, 5, 10 and understands the process.						
12. Divides a two-digit number by 1 - 5.						
13. Uses the terms "greater than," "less than," "equal to," "plus," "minus," "quotient," and "product" with the appropriate symbols.						
14. Uses knowledge of numbers and selects the correct operation to solve written and oral problems which involve concepts related to geometry, measurement and numbers.						
15. Completes charts and tables to show understanding of a rule or pattern in addition, subtraction and multiplication.						

What page did you get to in the book? ________

Did you skip around? ________

Preliminary Results
The Classroom Organization Study
The Research and Development Center for Teacher Education
The University of Texas

After our initial review of data collected in the first three weeks of school, we listed five characteristics of teachers who had greater "time on-task" and less "time off-task." By "time on-task," we meant that the students appeared to be doing what was expected of them, such as working at assignments or going through classroom routines. By "time off-task," we meant that the students were occupied in activities that took them away from their work, either misbehaving or moving around the room for personal reasons (e.g., getting water).

The average class had two kids off-task every time we looked (every 15 minutes). The range across classes was from .5 students off-task each time we looked to about 6 students off-task.

We averaged each class's ratings for the second and third weeks of school, and then looked at what the teacher had done during the three weeks to set up the classroom.

The following points seemed to us to differentiate the teachers with more time on-task (and less off-task) from those who had more problems with students being off-task more of the time. We will examine the data collected over the rest of the year to see if these points hold up as general recommendations. Each point can be illustrated with specific examples, both positive and negative. Materials that will be produced from the study will include these specific examples (anonymous, of course), and you will receive these when they are ready.

1. They demonstrated an ability to analyze the tasks of the first few weeks of school in precise detail. Their presentations to the students about rules, procedures, and assignments were very clear, and they followed up on these by pointing out to the students in detail what they were and were not doing that was appropriate. They were very consistent in this attention to detail.

2. They had thought in advance of the rules and procedures necessary in their classrooms and saw that these were established and communicated to the students before the problems arose.

3. They considered that the teaching of these rules and procedures was a very important part of instruction those first few weeks. That is, they taught "going to school" skills by providing practice in moving through procedures, responding to signals, etc., and pointed out to the students when they were behaving appropriately. They spent as much time as was necessary to establish basic routines and smoothly running procedures.

4. They were able to "see through their students' eyes" in planning the classroom and introducing the students to the school year. That is, they could predict what would confuse or distract a student, and what would be of immediate concern to him or her. They used this information in such a way that problems were prevented.

5. They introduced their students to independent work gradually, and did not "let go" of them without close supervision until they had communicated certain expectations to the students and had established credibility as the leader of the classroom.

Observer Outline for the Classroom Organization Study, Research and Development Center for Teacher Education

The following outline was used by the classroom observers to gather information in each of the third grade classrooms taking part in the study this year. The outline is divided into two very important parts, those activities involving teacher organization of the classroom and those involving student behavior in the classroom.

I. Teacher Activities (Those activities engaged in by the teacher to establish and maintain the classroom organization.)
  A. Preparation (What the teacher has done to get ready for that day--planning and preparation.)
    1. organization of materials and supplies
    2. information presented to the students
  B. Teacher communication to students (How and what the teacher communicates to the students about what they are supposed to be doing.)
    1. directions, explanations, and corrections delivered to the students about their activities and use of materials
    2. teacher's use of praise and criticism (particularly the antecedents and consequences of the use of praise and criticism)
    3. academic activities and use of materials in them
    4. procedural activities and use of materials in these
    5. behavioral corrections about unsanctioned activities or unsanctioned use of materials
  C. Teacher contacts with students and monitoring of classroom (How the teacher knows what is going on with each student.)
    1. academic contacts (how the teacher selects students to answer in a public setting, such as a question-and-answer discussion; how the

teacher maintains contact with students who are doing private work, seatwork, or working alone; how the teacher gives feedback to the students about mistakes made on their written work)

2. procedural contacts (monitoring the students as they go through pre-established routines, and procedures)
3. behavioral contacts (how quickly the teacher responds to misbehavior by the students; whether the teacher's contacts with the students are primarily academic, procedural, or behavioral contacts in nature)

D. Constraints on classroom organization (What gets in the way, what interrupted the routine, and how the teacher deals with this.)

1. interruptions of classroom routine (i.e., internal or external)
2. general conditions in the classroom or school that might make the teacher's job more difficult
3. having insufficient room for children to hang their coats
4. whether or not the teacher has the power or authority to do certain things, or has access to resources that would solve the problem

II. Student Activities and Response to Teacher

A. Counts of students engaged in various categories

B. Students who are on- or off-task and the different reasons why

Other Data Collected From Observers at the End of School

Each observer saw from ten to sixteen teachers approximately four or five times each, and each teacher was seen by at least two observers. Following the cessation of observations, observers did Summary Component Ratings on each of the teachers they had observed. The rating system was changed slightly, such that a score of seven meant that item was very characteristic of that teacher, a score of four meant that item was somewhat characteristic of that teacher and a score of one meant that item was not at all characteristic of that teacher. In addition, observers rated their teachers on other summary rating scales. These scales measured variables covering a wide array of classroom behaviors. The purpose of obtaining these final ratings was to obtain as much supplementary information as possible, and to provide leads for future research efforts. A copy of these ratings follow.

Teacher #____________________

Observer #____________________

Date____________________

1. Assuming that the teacher made the most efficient use of the classroom's space,
** how crowded was this room?
   1 = Very crowded, inadequate space for number of students
   2 = Sufficient desks, but no room for anything other than essential furniture
   3 = Adequate space for desks, activity centers, reading groups
   4 = Adequate space for desks, activity centers, reading groups, rug area
   5 = Spacious room, no area seemed cramped

2. Simply comparing the number of students and the dimensions of the individual
** room, how crowded was this room?
   1 = Not at all
   5 = Very

3. What was the general comfort level of the room throughout the year?
** 1 = Poor. Air-conditioning or heat frequently inoperable, situation in high noise area. Combination of circumstances made it uncomfortable
   2 = Slightly better. Only one environmental variable (ie. room temperature) was distracting
   3 = Average. No drastic extremes on either end
   4 = Good. Not even a consideration because things seemed fairly smooth
   5 = Excellent. Controls were very adaptable; near perfect conditions

4. How well did teacher utilize the space of the classroom?
** 1 = Poorly; much space not used at all; heavy concentrations in particular areas
   2 = Fairly; less than half of room used with any consistency
   3 = Good; more than half of room used consistently
   4 = Better; most of room used at least once a week
   5 = Excellent; all parts of room used almost daily

5. How adequate was space provided for student's belongings?
** 1 = Not at all, closets were small, not enough room at desks
   5 = Very

6. How adequate was space provided for teacher's materials and belongings?
   1 = Not at all
   5 = Very

7. To what extent was students' work visible in classroom?
** 1 = None
   5 = Great extent

8. How orderly was this classroom?
** 1 = Not at all
   5 = Very

9. How clean was this classroom?
** 1 = Not at all
   5 = Very

10. How attractive was this classroom?
** 1 = Not at all
   5 = Very

** - denotes that the item was reliable $p = .05$

11. How related (purposeful) to students' tasks and interests were bulletin boards?
** 1 = Not at all
5 = Very

12. How often did bulletin boards change?
1 = Rarely
5 = Frequently

13. How well did teacher position the small groups (eg reading) to prevent blind
** spots from occurring, regardless of deliberate private areas?
1 = Poorly; she couldn't see everything
5 = Excellently; she could see everything

What was the usual procedure for students leaving their seats while the teacher was involved with a small group? (getting materials)
14. ( ) They could go one by one, by sex, without permission
15. ( ) They could go one by one, by sex, with permission
16. ( ) (omitted)
17. ( ) (omitted)
18. ( ) A few students could leave their seats without permission
19. ( ) No established number could leave their seats without permission
20. ( ) Other, specify:

21. How often were the rules regarding movement enforced?
** 1 = Never
5 = Consistently

22. How often were the rules regarding movement broken?
** 1 = Never
5 = Consistently

Was there a procedure established for students entering the room in the morning?
23. ( ) No, there was no procedure
24. ( ) If there was one, it was not evident to the observer
25. ( ) There was a procedure, but it was infrequently used
26. ( ) There was a procedure; it was used half of the time
27. ( ) There was a procedure; it was used all the time

Was there a procedure established for lining students up to leave the room?
28. ( ) No, there was no procedure
29. ( ) Yes, there was a procedure, but it changed all the time
30. ( ) There was a procedure, but it was infrequently used
31. ( ) There was a procedure; it was used half of the time
32. ( ) There was a procedure; it was used all the time

33. What was the degree of orderliness by students in lining up to leave?
** 1 = Low, they were never quiet or still
5 = High, they were always quiet and still

34. Could students predict the order of lining up?
1 = Never
5 = Always or almost always

How often did the teacher use a punishment (staying after school, losing recess) when students were misbehaving in line?
35. ( ) Frequently, all year 'round
36. ( ) Frequently at the beginning of school
37. ( ) Moderately, all year 'round
38. ( ) Moderately, especially at the beginning of school
39. ( ) Infrequently

40. How often was the order of lining up used as a reward? (i.e., teacher chooses quietest table to line up first.)
1 = Never
5 = Frequently

41. How often did teacher call a student's name to correct an improper behavior in lining up?
1 = Never
5 = Frequently

42. How often did teacher send a student to his seat for improper behavior in line?
1 = Never
5 = Frequently

43. How often did the teacher send the whole class to their seats for improper behavior in line?
1 = Never
5 = Frequently

44. How often was a systematic procedure used to select students to be classroom monitors or helpers?
1 = Never
5 = Frequently

45. How predictable to the students was this selective process?
1 = Not at all
5 = Very

46. How many students were involved in being monitors?
1 = Only a select few
5 = Whole class

47. How well were routines established so that room ran with a minimum amount of
** interruptions; room seemed to run automatically?
1 = Not well at all
5 = Extremely well

48. How often was teacher late in going places?
1 = Never
5 = Frequently

49. How often would teacher point out the time to students?
1 = Never
5 = Frequently

50. How often would teacher use the clock to obviously pace students' lessons?
1 = Never
5 = Frequently

51. How often would teacher use a timer to pace students' lessons?
** 1 = Never
5 = Frequently

52. Was the daily schedule displayed during the first three weeks of school?
ND 1 = No 2 = Yes

53. How ofen was a schedule of daily assignments (e.g. by groups) posted?
1 = Never
5 = Frequently

54. Was the daily schedule displayed at any time during the rest of the year?
1 = Never
5 = Frequently

55. How consistent was the morning schedule in terms of activities?
** 1 = Not at all
5 = Very

56. How often was the first activity of the morning affectively oriented (sharing, singing, magic circle...)?
1 = Never
5 = Frequently

57. How often was the first activity of the morning procedural in nature
** (calling the roll, flag salutation)?
1 = Never
5 = Frequently

58. How often was the first activity of the morning academic in nature
** (the students entered the room and had an assignment to begin)?
1 = Never
5 = Frequently

59. How often did you observe activities that were strictly affective in
** emphasis (sharing, magic circle)?
1 = Never
5 = Frequently

60. What was the usual length of time between the time the bell rang and when
** the teacher first addressed the class as a whole?
1 = Ten minutes or more
2 = Between five and ten minutes
3 = Between three and five minutes
4 = Between one and three minutes
5 = Less than one minute

61. How self-directed were students in entering the room, getting their things
** put away, and getting ready for school?
1 = Not very
5 = Very

What was the teacher's usual first morning academic activity? (content)
62. ( ) Spelling
63. ( ) Handwriting
64. ( ) Math
65. ( ) Reading
66. ( ) Other

What was the teacher's usual first morning academic activity? (format)
67. ( ) Whole group activity
68. ( ) Small group with teacher, large group on its own
69. ( ) Individual seat work, teacher circulated

70. How long did this first academic period usually last?
** 1 = Less than 15 minutes
2 = Between 15 and 30
3 = Between 30 and 45
4 = Between 45 and 1 hr
5 = More than 1 hour

71. At what point in the morning did the students first leave the room
** (for PE, music, normal bathroom break)?
1 = 8:30 or before
2 = 8:30 - 9:30
3 = 9:30 - 10:30
4 = 10:30 - 11:30
5 = 11:30 - lunch

What was the bathroom procedure during the morning activities?
72. ( ) Class goes to the bathroom as a whole
73 ( ) Students go to bathroom within room according to set procedure
74. ( ) Students go to bathroom outside room according to set procedure

During the morning activities, what was the established system for bathrooming?
75. ( ) None, class goes as a whole
76. ( ) Students must raise hands and get permission each time
77. ( ) Students use token system (tags, cards)
78. ( ) Students simply watch to see if bathroom is occupied
79. ( ) Sign up sheet

80. Did this teacher have reading groups?
1 = No
2 = Yes

81. How many did she have?
Specify number: 1 2 3 4 5 6 7

What was the physical structure of the reading groups? (Check all that apply.)
82. ( ) Set space, children bring their own chairs
83. ( ) Set space, chairs permanently there; this area also used for other things at different times of the day
84. ( ) Used students' desks
85. ( ) Set space, kids on floor or rug

During the reading group (if there was one), what was the usual format of the work that occupied the large group? (Check all that apply.)
86. ( ) Everyone doing the same thing at the same time
87. ( ) Assignments according to reading group
88. ( ) Individual contracts
89. ( ) Mixture of two of the above

90. At what point in time did this class as a whole tend to lose its
** effectiveness or concentration (compare to coming down from a plateau)?
1 = 9:00 or before (actually, never really got it together)
2 = 9:00 to 9:30
3 = 9:30 to 10:00
4 = 10:00 to 10:30
5 = 10:30 to 11:00

91. Did teacher select reading groups in the same order every day?
1 = No
2 = Yes

92. How much time elapsed between the time the teacher called for a reading group and its beginning (the teacher being able to address this group as a whole)? (Estimate your answer.)
    1 = Five minutes or more
    2 = Three to five minutes
    3 = Two to three minutes
    4 = One to two minutes
    5 = Under one minute

What was the size of the smallest reading group?
93. ( ) Ten or more
94. ( ) Seven, eight, or nine
95. ( ) Five or six
96. ( ) Three or four
97. ( ) One or two

What was the size of the largest reading group?
98. ( ) Fifteen or more
99. ( ) Ten to fifteen
100. ( ) Seven, eight, or nine
101. ( ) Five or six
102. ( ) Four or less

103. How many materials did students have to bring to the reading group (books, paper, workbooks, pencils, spirals)?
    1 = Nothing
    5 = Alot

Did students have to make many stops to pick up materials on the way to the reading group (this is trying to determine the amount of traffic coming and going to reading groups)?
104. ( ) No
105. ( ) Yes, one
106. ( ) Yes, two or more

107. Did this teacher exchange students with another teacher during the morning period (teaming)?
    1 = No
    2 = Yes

108. Were exchanged students mixed in with the other students in the seating arrangement?
    1 = No
    2 = Yes

109. How consistent was the afternoon schedule?
    1 = Not very; every day was different
    3 = Fairly; things were consistent for at least weeks at a time
    5 = Extremely; never changed

110. What was the noise level of the classroom in general on a day to day basis?
** 1 = High. Alot of talking, moving around
    5 = Low. Very little if any

Select the most generally true statement:
111. ( ) There was alot of talking and moving around in both morning and afternoon sessions
112. ( ) There was more talking and moving around in the morning than in the afternoon

113. ( ) There was more talking and moving around in the afternoon than in the morning
114. ( ) There was little talking at any time

115. How much social chitchat went on between students when they were supposed
** to be working?
1 = Could almost always see at least 3 pairs talking
3 = Could occasionally see 1 pair talking
5 = Rarely saw pairs talking

116. How frequent was tattling by one student on another to the teacher?
** 1 = Often, once a day or more
3 = Occasionally
5 = Rarely

117. What was the teacher's usual response to tattling?
1 = Acknowledge every time
3 = Sometimes acknowledged
5 = Never acknowledged

118. How often did teacher use ignoring as a response to unsanctioned behavior?
** 1 = Never
5 = Frequently

119. How often did teacher use citing the rule as a response...?
** 1 = Never
5 = Frequently

120. How often did teacher call out student's name as a response...?
1 = Never
5 = Frequently

121. How often did teacher order a student to stop unsanctioned behavior?
** 1 = Never
5 = Frequently

122. How often did teacher express feelings about misbehavior?
** 1 = Never
5 = Frequently

123. How often did teacher question student to gather information about
** misbehavior?
1 = Never
5 = Frequently

124. How often did teacher isolate or separate student for unsanctioned behavior?
** 1 = Never
5 = Frequently

125. How often did teacher punish in some way students for misbehavior?
1 = Never
5 = Frequently

126. How often did teacher non-verbally (eyeball, finger-snap) respond to
** misbehavior?
1 = Never
5 = Frequently

127. In the observer's opinion, how often did the teacher let the class
** get out of hand, or beyond control?
1 = Never
5 = Frequently

128. What was the time period of the most frequent infractions?
** 1 = 8:00 - 9:30
2 = 9:30 - 11:00
3 = 11:00 - Lunch
4 = Lunch - 1:00
5 = 1:00 - 2:30

129. What was the average tone of voice used in correction?
** 1 = Low
3 = Moderate
5 = Loud

130. How frequently was teacher loud in correcting students?
** 1 = Never
5 = Frequently

131. How frequently was teacher soft in correcting students?
1 = Never
5 = Frequently

132. How accurate was teacher in targeting (identifying the right one)
** students for disruptive behavior?
1 = Never very; often missed and called down wrong student
3 = Average was good; could spot general areas, but
avoided calling students unless s/he was absolutely sure
5 = Very accurate; always knew; sixth sense...

How were rules established in the classroom?
133. ( ) Teacher dictated
134. ( ) Class and teacher discussed and agree together
135. ( ) Class decided completely on own; teacher acted only as moderator
of discussion

136. How often did teacher use staying after school as a punishment?
1 = Never
5 = Frequently

137. How often did teacher use extra assignments(writing) as a punishment?
1 = Never
5 = Frequently

138. How often did teacher use scolding as a punishment?
** 1 = Never
5 = Frequently

139. How often did teacher send a note or call parents as a punishment?
1 = Never
5 = Frequently

140. How often did teacher send student to office (principal) as a punishment?
1 = Never
5 = Frequently

141. How often did teacher use a discussion in private (no scolding) as a punishment?
1 = Never
5 = Frequently

142. How often did teacher use staying in from recess as a punishment?
1 = Never
5 = Frequently

143. How often did teacher use the removal or gaining of points as a
** a punishment?
1 = Never
5 = Frequently

144. How often did the teacher use the loss of a privilege for the whole class as a punishment?
1 = Never
5 = Frequently

145. How often did teacher use individual loss of privileges as a punishment?
1 = Never
5 = Frequently

What rewards were used by the teacher? (Check all that apply.)
146. ( ) Classmates clap or cheer
147. ( ) Special privileges
148. ( ) Praise
149. ( ) Papers posted
150. ( ) Waiver or reduction of assignments
151. ( ) Symbols (Stars, smiling faces)
152. ( ) Tokens or points redeemable for other rewards
153. ( ) Concrete (Candy, money, prizes)
154. ( ) Jobs (Monitor, helper, leader)
155. ( ) Public recognition
156. ( ) Other, specify:

What provisions were made for what to do when assigned work was completed? (Check all that apply.)
157. ( ) Books
158. ( ) Games, instructional
159. ( ) Games, non-instructional
160. ( ) Listening centers
161. ( ) Filmstrips, picture files
162. ( ) Coloring pictures
163. ( ) Other art activities: painting, clay
164. ( ) Science experiments
165. ( ) Aquarium, pets
166. ( ) Other, specify:

167. How many students used free time materials during an average observation?
1 = None
3 = 10-12 students
5 = All or almost all

What contingencies were placed on the use of free time materials?
168. ( ) Students were to have finished required amount of work
169. ( ) Students were to have achieved certain grade, or meet predesignated standard
170. ( ) Students were to have been good, quiet during period of time
171. ( ) None, the materials were used for group activities
172. ( ) Other, specify:

173. What was the extent to which teacher accepted "come-ups" (students
** approaching) while conducting a small group?
1 = Frequently
5 = Never

174. How often were "come-ups" observed while teacher was engaged with another
** student or lesson, e.g. while teacher was circulating?
1 = Frequently
5 = Never

175. How frequently did teacher respond to misbehavior in the rest of the class when conducting a small group with getting up and going to student?
1 = Often
5 = Never

176. How frequently did teacher respond with non-verbal cues (eye-balling or
** finger-snaps or pointing) to misbehavior in the rest of the class when conducting a small group?
1 = Often
5 = Never

177. How frequently did teacher respond with verbal acknowledgement (calling name) to misbehavior in the rest of the class when conducting a small group?
1 = Often
5 = Never

178. How frequently would teacher call students to come up in response to.......
1 = Often
5 = Never

179. How frequently would teacher use a signal (bell) in response to......
** 1 = Often
5 = Never

When the teacher left the small group to deal with something in the room, what usually occurred in the small group?
180. ( ) Off-task, noisy
181. ( ) Off-task, quiet
182. ( ) Remained on-task

183. How often did the teacher deliberately teach "following instructions?"
1 = Never
5 = Frequently

184. How often did teacher present instructions in more than one way (speaking
** as well as placing on board)?
1 = Never
5 = Always

185. In giving instructions, how often did teacher question to determine the
** extent of students' understanding?
1 = Never
5 = Always

186. Did the teacher usually give adequate, easily understood instructions?
** 1 = Never
5 = Always

187. Did the teacher give overly explicit, repetitive, poorly paced instructions?
** 1 = Never
5 = Always

188. Did the teacher display patience in elaborating instructions?
** 1 = Never
5 = Always

189. How often did teacher get students' attention before speaking; and not
** try to talk over them?
1 = Never
5 = Always

190. Did the teacher have an established signal for students to begin their work?
1 = No
2 = Yes

191. Did the teacher have an established signal for getting students' attention?
1 = No
2 = Yes

What signals were used to get students' attention? (Check all that apply.)
192. ( ) Bell
193. ( ) Lights, flicking
194. ( ) Going to a certain spot in the room
195. ( ) Verbal ("boys and girls", counting)
196. ( ) Physical (holding fingers to lips)
197. ( ) Other, specify:
198. How consistent was teacher in using her signal?
** 1 = Not very
5 = Very

199. How consistent was the success of the signal in getting students' attention?
** 1 = Not very
5 = Very

200. How often in a typical observation did students have a choice in choosing
their assignments?
1 = Never
5 = Frequently

Where was the usual location for individual help between student and teacher?

201. ( ) Teacher's desk
202. ( ) Student's desk
203. ( ) Work table
204. ( ) Reading circle
205. ( ) Other, specify:

206. Did the teacher usually bend down to student's level during talk?
1 = No
2 = Yes

207. Did you ever see students work in cooperative groups (either for academic or art or other kinds of activities)?
1 = No
2 = Yes
If yes, estimate how many times:

208. How often did you see peer tutoring situations in a typical observation (any time when students were allowed to help each other)?
1 = Never
5 = Frequently

209. How well did teacher accept students' ideas and/or integrate them
** into class discussion?
1 = Teacher rejected all or almost all student input; resented it
5 = Teacher was receptive during discussions and encouraged it

210. To what extent were students expected to care for their own needs (academic, instructional, as well as personal) without getting permission?
1 = To no extent
5 = They were completely on their own; under no circumstances short of death were they to ask the teacher what they could figure out for themselves.

211. What was the level of student talk during individual activities?
** 1 = Low
5 = High

212. How often did students approach teacher, leaving their desks, when they
** needed help?
1 = Never
5 = Frequently

213. How often did students raise their hands when they needed help from the teacher?
1 = Never
5 = Frequently

214. How often did students call out when they needed teacher's help?
1 = Never
5 = Frequently

215. When students had trouble with their work, how often was it observed that they copied from neighbors?
1 = Never
5 = Frequently

216. When students had trouble with their work, how often was it observed that they sought help from teacher, either waiting at desk, or coming up?
1 = Never
5 = Frequently

217. When students had trouble with their work, how often was it observed that they sought help from peers or neighbors (not just copying)?
1 = Never
5 = Frequently

218. When students had trouble, how often did they just sit and do nothing
** (Do not count sitting, waiting for teacher to get to them)?
1 = Never
5 = Frequently

219. To what extent did students act up when teacher left the room?
** 1 = a bunch; a regular circus
5 = Not at all; very self-disciplined

220. How much of the class was usually part of the "action" when teacher left the room?
1 = All
2 = Three-quarters
3 = Half
4 = One-quarter
5 = A few

221. What was the teacher's usual response to call-outs during a whole class
** discussion?
1 = Always respond
3 = Sometimes respond
5 = Never respond

222. What was the teacher's usual response to come-ups during a whole class
** discussion?
1 = Always respond
3 = Sometimes respond
5 = Never respond

What would most students do if left in dead-time for five minutes with teacher still in the room? (Check all that apply.)
223. ( ) Act-out and misbehave; walk around, talk loudly
224. ( ) Talk quietly with neighbor
225. ( ) Find something to do at their desks

226. How much self-control in remaining on-task did most students exhibit
** during a typical observation?
1 = Not much at all
5 = A lot

227. How often did wandering occur that was obviously not task related?
** 1 = A lot
5 = Not much at all

228. How did the teacher make use of students in performing some teacher functions? (Check all that apply.)
228. ( ) Taking roll
229. ( ) Reading spelling words to class
230. ( ) Grading papers or tests
231. ( ) Other, specify:
232. ( ) Some combination of the above

233. How democratic was the teacher's leadership style?
** 1 = Teacher made all decisions and announced them to class as final.
5 = Teacher frequently consulted class and allowed them to share in the decision making and planning

234. To what extent did the teacher encourage a competitive atmosphere?
1 = Not at all
5 = A lot

235. How much emphasis did the teacher seem to place on grades? (Either recognizing good grades, posting good work, especially if no place for other work.)
1 = None
5 = A lot

236. How much encouragement was given to students in academic matters?
** 1 = Teacher gave very little or no encouragement to students; they were expected to assimilate the material on their own; also they were all expected to be self-motivated.
5 = Teacher gave much encouragement to students, pushed students perhaps to their limits; constantly was encouraging them in their academic pursuits.

237. What was the negative affect rating for the classroom during a typical
** observation? (Coldness, negativity, criticism, hostility from anyone.)
1 = Several moderate or 1 or 2 more severe negative instances
2 = Several mild or 1 or 2 moderately negative instances
3 = 2 or 3 mildly negative instances
4 = One mildly negative instance
5 = Completely neutral

238. What was the positive affect rating for the classroom during a typical
** observation? (Positively supporting or reinforcing teacher attitudes or behavior.)
1 = Completely neutral
2 = Some positive affect, but perfunctory
3 = Occasional, but low key, positive affect
4 = One to two obviously sincere reinforcements
5 = Three or more genuinely supporting instances

239. What kind of teacher clarity was observed (observer's ability to under-
** stand what teacher is saying or doing)?
1 = Very low
5 = Very high

240. How much emphasis did teacher place on form?
1 = Heavy stress, perhaps even over content. Teacher demanded that things be said and done in a very specific way; did not accept correct responses if the form is not correct.
5 = Little or no concern about form of responses or assignments. Teacher exhibited most concern over content of responses.

In what ways did students receive feedback from the teacher? (Check all that apply.)
241. ( ) Notes on papers
242. ( ) Messages in small groups
243. ( ) Grades
244. ( ) Papers on bulletin board
245. ( ) Verbal citing in front of class
246. ( ) Individual conferences with teacher
247. ( ) Other, specify:

248. Did teacher consistently plan enough work for students during a typical
** observation?
1 = Never
5 = Always

249. Were typical assignments too short or easy?
** 1 = Never
5 = Always

250. Were typical assignments boring, repetitive or monotonous?
** 1 = Never
5 = Always

251. Were assignments too hard; students couldn't get started, or continually needed help?
1 = Never
5 = Always

252. How often would the teacher allow an activity to continue too long,
** until it got boring?
1 = Never
5 = Always

253. Did teacher assign appropriate assignments?
** 1 = Never
5 = Always

254. How often did the teacher fill time with off-the-cuff activities?
1 = Never
5 = Frequently

255. How sensitive was the teacher to students' attention span in pacing lessons?
** 1 = Not at all
5 = Very

256. How often did teacher assign homework?
1 = Never
5 = Frequently

257. How often did teacher assign homework as a punishment for classroom misbehavior?
1 = Never
5 = All the time

258. How often would the teacher assign homwork if work was not finished during class?
1 = Never
5 = Always

For whom would teacher assign homework?
259. ( ) Only for students having problems
260. ( ) Only for those who didn't finish classwork
261. ( ) Only for those who were misbehaving
262. ( ) Combination of above
263. ( ) For everybody

264. What was the efficiency of transitions?
** 1 = Usually had overly long transitions
5 = Mostly smooth, efficient transitions

What did the teacher commonly do with children classified as having a learning problem of some kind? (Check all that apply.)
265. ( ) Gave extra help to student
266. ( ) Sent the student to a resource room; did nothing else
267. ( ) Gave special materials to the student
268. ( ) Formulated some kind of plan to put in use
269. ( ) Some combination of the above
270. ( ) Other, specify:
271. How many students with special needs were present in the classroom? (either formally identified or those who haven't been, but probably could be.)
1 = 1
2 = 2
3 = 3
4 = 4
5 = 5 or more

What categories could these students be placed in? (Check all that apply.)
272. ( ) Gifted
273. ( ) LD or slow learner
274. ( ) Behaviorally disordered
275. ( ) Physically handicapped
276. ( ) Hard-of-hearing
277. ( ) Visually handicapped

How do you know this information?
278. ( ) Overheard teacher discussing it
279. ( ) Can observe it
280. ( ) Other source, specify:

281. How accepting did this teacher appear of these students?
** 1 = Not at all
5 = Very

282. How affectively integrated was/were these students?
** 1 = Not at all
5 = Very

283. How were students with behavioral disturbances handled?
** 1 = Very poorly; teacher's attention probably aggravated the situation
5 = Well; with a minimum amount of embarrassment to student

284. How much student obedience to the teacher was displayed?
** 1 = Students commonly defied teacher and were disobedient.
3 = Students were neither always compliant nor always disobedient; some were disobedient some of the time, but others were not.
5 = Students were almost always compliant and obedient.

285. How much did teacher socialize with students?
1 = None or almost none.
3 = Some small amount but usually before or after class
5 = Teacher socialized with kids quite a bit, may even take place during class; teacher seemed very concerned with socializing with students.

286. What was teacher's degree of displayed patience in correcting errors?
** 1 = Teacher was impatient; embarrassed students.
5 = Teacher was patient and supportive in dealing with the student after he has made an error.

287. What was the overall confidence level of the teacher?
** 1 = Uncertain and lacking any overt confidence in what s/he was doing.
5 = Very confident and assured as a teacher.

288. How at ease was teacher in working with other adults present in the room?
** 1 = Not at all
5 = Very

289. How frequently was there another adult in the classroom (excluding the observer)?
** 1 = Not at all
5 = Very

290. With another adult in the room, how comfortable did teacher appear in delegating authority?
1 = Not at all
5 = Very

291. How enthusiastic was this teacher?
** 1 = Very unenthusiastic, didn't appear to like teaching at all.
5 = Very enthusiastic; obviously enjoyed job; conveyed it to students.

292. What kind of showmanship (showomanship) did this teacher display?
**

1 = Teacher was even-spoken, non-dramatic (although teacher may have been enthusiastic in non-dramatic ways).
5 = Teacher was melodramatic, expressive, gushy, "show-offy," etc.

293. Did teacher make productive use of own mistakes?
** 1 = No, tried to deny or cover up mistakes.
3 = Did notice them, or corrected them quickly without calling any attention to them.
5 = Called attention to mistakes, laughed at self or used the occasion for teaching or motivating students.

294. Did students seem eager to respond to teacher with no observed fear?
** 1 = Students seemed resistent or fearful; didn't raise their hands unless they were sure.
5 = Students blurted out answers, waved their arms, seemed very eager to respond to teacher's questions.

295. How were classroom interruptions that were beyond the teacher's control
** handled?
1 Not well at all; very much interrupted the flow of things
5 = Very well; teacher kept things going

296. How apparent were problems with the machines of the room (record player, listing station, overhead projector)?
1 = Not apparent
5 = Very apparent

297. How apparent were problems with consumable supplies (paper, paints,etc)?
1 = Not apparent
5 = Very apparent

298. How apparent were problems with textbooks?
1 = Not very
5 = Very apparent

299. How supportive would you say this entire class (both teacher and students)
** is of each other?
1 = Not supportive at all; every kid for himself.
5 = Very supportive.

300. How much of an awareness of the coder was evident in the teacher?
** 1 = Not much at all
5 = A lot

301. How much of an awareness of the coder was evident in the students?
1 = Not much at all
5 = A lot

302. How true is this statement, "This teacher likes kids."
** 1 = Not very
5 = Very

303. How true is this statement, "The kids in this classroom really liked their
** teacher."
1 = Not very
5 = Very

304. During a typical observation, how often did the teacher spend time at his/her
** desk (actually sitting down and doing something there)?
1 = Never
2 = Maybe once
3 = Twice
4 = Three times, or for an extended period of time
5 = At every opportunity

305. During a typical transition from one activity to another, what was the
** usual noise level?
1 = Low
5 = High

306. How long did the typical transition last?
** 1 = 1 minute or less
2 = 1 - 3 minutes
3 = 3 - 5 minutes
4 = 5 - 7 minutes
5 = More than 7 minutes

307. How closely did the teacher monitor the class during the typical transition?
** 1 = Not at all
5 = Very closely

SECTION IV

DATA ANALYSES

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SECTION IV

DATA ANALYSES

Many data analyses were carried out by each R&D program. The PAEI/CBAM Program scored the LoU interviews and the SoC questionnaires so that profiles of all teachers would be available for these two measures. The EOT Program was involved in securing CAT scores for students in the observed classes. The COET staff performed both quantitative and qualitative analyses on the data sets in the COS. These analyses will be briefly summarized in this section.

Preliminary Analyses

1. Observer agreement on the Component Ratings was estimated in several ways, including intraclass correlations between observer pairs on each scale during the first three weeks' and during the remainder-of-year observations. In addition, correlations between the average ratings from the two time periods were calculated. Ratings were retained for subsequent analysis only if they showed adequate observer agreement, that is, a statistically significant intraclass correlation ($p \leq .05$) or, in the case of marginal agreement, if the correlation between average ratings during the two time periods was significant ($p \leq .05$). The latter case indicated stable measurement of the rated characteristic over time. Of the original 32 variables, 25 were retained. These reliable variables are listed in Table 1.

2. Student Engagement Ratings were obtained every 15 minutes during each observation. A frequency tally was made of the number of students engaged in academic, procedural, or off-task activities. Each variable was expressed as the percent of students who were classified in each category. To check reliability the SERs were listed sequentially and separated into two sets, in odd-even fashion. Each SER variable was

then estimated from each set by averaging the remainder-of-year observations. Reliabilities were estimated by correlating these split-half averages and applying the Spearman-Brown prophecy formula to estimate the reliability of the combined sets of observations. The estimated reliability of the engagement rate in all content activities was .85; in reading/language arts activities only, the reliability was .86. The reliability of on-task, academic activities was .71 for all content areas, and .76 for reading/language arts alone. The reliability of off-task (unsanctioned) behavior was .91 for all content, and .89 for reading/language arts alone. Thus the engagement rates were highly reliable.

In addition, the stability of the engagement measures across the school year was estimated by correlating the average percentages of students in various engagement categories from the first three weeks of the school year with those from the remainder of the year. The relationship between engagement rates for all activities was .51; for only academic activities, it was .46; and for off-task behavior (unsanctioned), the relationship was .54.

3. Intraclass correlations for the 307 Observer Ratings of Teachers indicated that only 96 of these variables were reliable. However, many reliabilities could not be computed because of low frequencies of occurrence or because there was no variance. The 307 observer rating variables are listed on page III-41 and the 96 reliable variables are denoted by asterisks. These 96 items were factor analyzed using a principle components analysis with varimax rotation and 14 factors resulted. Of these 14, only three were readily interpretable.

They were named as follows: General Management, Teacher Relationships with Students, and Classroom Constraints.

Factor scores for each teacher were created for the above three factors using unit weighting of items. The 17 items loading highest on the General Management factor (loadings greater than .82) were chosen to compose that factor. The 18 items loading highest on the Teacher Relationships with Students factor (loadings greater than .69 were chosed to compose that factor. Finally, items with loadings greater than .58 were chosen to compose the Classroom Constraints factor.

Teachers' scores on these factors were used as criteria to which other process measures were compared. Each factor with its corresponding loading is listed in Table 2.

4. The narrative descriptions were condensed by three readers, who prepared narrative summaries focused on several areas: behavior control, instructional management, meeting student concerns, physical arrangements, constraints on the teacher, and personal characteristics. The readers worked together on several summaries until agreement was reached on the nature of the information to be included in the summaries. Narrative records were then divided into two sets: one set for the first three weeks and another set for the remainder-of-year. No reader was responsible for both the initial summary and the remainder-of-year summary for a teacher.

5. In addition to preparing a summary, Reader Ratings were obtained by having each reader assess the teacher's adequacy in each of the five areas: controlling behavior, instructional management, meeting student concerns, physical arrangement, and constraints. The latter was given a dual rating: the severity of the constraints faced by the teacher and the degree to which the teacher was able to cope with them. A sixth rating was created by combining scores on the first two ratings,

behavior control and instructional leadership, as these were considered the most important ratings regarding classroom management. Therefore, this sixth rating was expected to be a more general measure of the teacher's effectiveness in the classroom. Initial checks among the readers indicated that these characteristics could be reliably rated from the narrative records. This provided some assurance that the narratives could be used to characterize the organizational and the management behaviors of the teachers. The stability estimates of these ratings are shown below:

Correlation of Reader Ratings

Beginning- versus End-of-year

(n = 27)

Variable	Correlation
1. Behavior Control	.83
2. Instructional leadership	.74
3. Student concerns	.68
4. Room arrangement	.41
5. Constraints	.61
Coping with constraints	.76
6. General effectiveness	.86

An indication of the stability of the narrative summary ratings over the school year was obtained by correlating beginning-of-year ratings and remainder-of-year ratings. These correlations are reported on page IV-14. All correlations were significant ($p \leq .05$) and usually moderate to high. It should be noted however, that the narrative Variables 1, 2, and 3 are highly intercorrelated. These intercorrelations may be the result of actual interdependence; for example, good behavioral managers may also be good instructional managers. These intercorrelations may also indicate halo on the part of the raters. Thus, although we will continue to distinguish conceptually between these management domains, they are undoubtedly linked. From the stability analysis, it is reasonable to conclude that the management characteristics of the teacher during the school year are at least moderately, and in some areas, highly predictable from the behavior of the first three weeks.

Relationships Between Variables

All of the data subsets previously mentioned were used as indicators of teachers' managerial skills. It is also informative to note how these measures relate to one another and to adjusted achievement as measured by the California Achievement Tests. The following matrices in Tables 3 and 4 show these relationships. The first matrix contains variables for the first three weeks of observation and the second matrix contains variables from the remainder of the year.

Selection of More and Less Effective Teachers

At this stage of the data analyses, after running reliability and stability checks, and investigating the interrelationships between variables, we felt that the data were sufficiently dependable to attempt to describe the teacher's management characteristics. For that purpose, subsamples of contrasting teachers were selected. Teachers who had initially comparable classes, but who differed in teaching effectiveness were selected using a number of criteria. Using the California Achievement Test reading score obtained by each student in April of

1977, class mean CAT scores were computed. Classes were ranked and divided into three groups so that the subsamples were balanced according to CAT level. Teachers were ranked on management criteria taken from end-of-year student engagement ratings, reader ratings (done by narrative readers), and observer ratings of teachers. Class mean residual gain scores on CAT reading were computed using April 1978 scores regressed on the previous year's scores. These were used as a check to be certain more and less effective managers were differentiated with respect to reading achievement.

The subsample selected consisted of seven more and seven less effective teachers. The two groups were distributed evenly across schools, including Title I and non-Title I schools.

Beginning of the Year Comparisons Between More and Less Effective Teachers

The beginning-of-year activities of the managers designated as more effective and less effective were compared statistically by *t*-tests of the narrative ratings of management areas, the student engagement and off-task variables, and the instructional component ratings. These results are shown in Table 1. Many of these contrasts were statistically significant, indicating clear differences in management effectiveness at the beginning-of-year. In addition to the statistical treatment of the data, the narrative records from the first three weeks were analyzed according to each of the narrative management areas, in order to describe the activities and behaviors of the two groups of teachers. Many differences were apparent and are summarized briefly below.

1. The more effective organizers had thought in advance of the rules and procedures necessary in their classrooms, and saw that these were established and communicated to the students before problems arose.

2. The more effective organizers considered that the teaching of these rules and procedures was a very important part of instruction those first few weeks. That is, they taught "going to school" skills by providing practice in moving through procedures, responding to signals, etc., and pointed out to the students when they were behaving appropriately. They spent as much time as was necessary to establish basic routines and smoothly running procedures.

3. The more effective organizers were able to "see through their students' eyes" in planning the classroom and introducing the students to the school year. That is, they could predict what would confuse or distract a student, and what would be of immediate concern to him or her. They used this information in such a way that problems were prevented.

4. The more effective organizers introduced their students to independent work gradually, and did not "let go" of them without close supervision until they had communicated certain expectations to the students and had established credibility as the leader of the classroom.

For other information about the findings from this study, please consult the following published articles:

Emmer, E., Evertson, C., & Anderson, L. Effective classroom management at the beginning of the school year. *Elementary School Journal*, 1980, *80*, 219-231.

Evertson, C., & Anderson, L. Beginning school. *Educational Horizons*, 1979, *57*, 164-168.

Anderson, L., Evertson, C., & Emmer, E. Dimensions in classroom management derived from recent research. *Journal of Curriculum Studies*, in press.

Table 1

Component Ratings, Student Engagement Rates, and Reader Ratings for More and Less Effective Managers during the First Three Weeks

Variable	More Effective (n = 7) $\bar{x}$	More Effective (n = 7) SD	Less Effective (n = 7) $\bar{x}$	Less Effective (n = 7) SD	$\underline{t}$ (df = 12)	$\underline{p} \leq$
Behavior Management						
1. Variety of rewards	4.3	1.03	3.1	.88	2.48	.05
2. Signals appropriate behavior	5.4	.70	3.8	.87	3.81	.01
3. Eye contact	6.1	.43	4.9	.81	3.54	.01
4. States desired attitudes	5.5	.79	3.9	.81	3.77	.01
5. Reinforces inattentive behavior	2.7	1.29	3.6	1.50	-1.19	ns
6. Disruptive pupil behavior	3.0	1.31	4.8	1.06	-2.82	.05
Responses to Disruptive Behavior						
7. Stops quickly	4.9	.70	3.5	1.03	3.10	.01
8. Criticizes	1.8	.79	2.4	1.16	-1.16	ns
9. Punishes (frequency)	1.6	.48	2.0	.85	-1.24	ns
10. Ignores	2.9	.77	3.6	.55	-1.95	.10
11. Time out (frequency)	.9	.35	1.0	.79	- .35	ns
Instructional Management						
12. Describes objectives clearly	5.1	.72	3.1	.97	4.40	.01

Table 1-Continued

Variable	More Effective (n = 7) $\bar{x}$	More Effective (n = 7) SD	Less Effective (n = 7) $\bar{x}$	Less Effective (n = 7) SD	t (df = 12)	$p \leq$
13. Uses a variety of materials	5.6	.70	3.7	.58	5.66	.01
14. Materials are ready	6.2	.56	4.4	.84	4.62	.01
15. Materials support instruction	6.0	.57	4.3	1.07	3.55	.01
16. Clear directions	5.2	.80	3.8	.84	3.14	.01
17. Clear presentation	5.8	.59	4.1	1.26	3.22	.01
18. Provides/seeks rationale or analysis	4.9	1.07	3.4	1.13	2.48	.05
Meeting Student Concerns						
19. Attention spans considered in lesson design	5.2	4.70	2.8	.78	6.23	.01
20. High degree of pupil success	5.5	.63	3.9	.72	4.22	.01
21. Content related to pupil interests	5.2	.61	3.6	.45	5.99	.01
22. Reasonable work standards	5.8	.47	4.6	1.03	2.83	.05
Personal Characteristics						
23. Distracting mannerisms	1.9	.52	1.6	.32	.99	ns
24. Listening skills	5.4	.76	3.8	.67	4.30	.01
25. Expresses feelings	5.0	1.08	3.2	.22	4.41	.01
Student Engagement Rates						
26. On-task, all activities	.86	.06	.75	.09	2.72	.05

Table 1-Continued

Variable	More Effective (n = 7) $\bar{x}$	More Effective (n = 7) SD	Less Effective (n = 7) $\bar{x}$	Less Effective (n = 7) SD	t (df = 12)	$p \leq$
27. On-task, in content (not procedures)	.65	.06	.59	.06	1.92	.10
28. Off-task, unsanctioned	.07	.03	.16	.09	-2.57	.05
Reader Ratings						
29. Behavior control	4.43	.53	1.43	.79	8.36	.01
30. Instructional leadership	4.14	.69	1.57	.79	6.50	.01
31. Student concerns	4.29	.76	1.71	.76	6.36	.01
32. Room arrangement	4.29	.76	2.57	.98	3.67	.01
33. Constraints	3.29	.49	3.43	1.51	.24	ns
34. Coping with constraints	4.57	.79	2.00	.82	6.00	.01
35. General effectiveness	8.57	1.13	3.00	1.53	7.75	.01

Note. Except for Variables 9 and 11, which are frequency counts per observation, the scores for Variables 1 through 25 are average ratings made during the beginning-of-year observations. The scales range from 1 to 7, where a 1 represents little or no evidence of the rated characteristics or behavior and a 7 indicates relatively high amounts or frequent occurrences. Variables 26 through 28 are average proportions, based on frequency counts at 15-minute intervals.

Table 2

Observer Ratings Factors

Loading	Description
	General Management
-.95	Noise level during typical transition
-.94	Level of student talk during individual activities
.94	Frequency of non-task related wandering
.94	Student obedience
.93	Degree of orderliness in lining up to leave room
.91	Student self-control in remaining on-task during typical observation
.91	Efficiency of transitions
.91	Time class begins to lose concentration in morning
.91	General noise level of class
.91	Amount of socializing among students when working
.88	Self-directedness of students entering room, readying for school
-.87	Frequency of class getting beyond teacher control
.86	Consistency of adequate work for students
-.86	Length of typical transition
.85	Consistency of success of attention-getting signals
.84	Room runs smoothly, routines are automatic
.82	Extent of acting up when teacher leaves room
	Teacher's Relationship with Students
.93	Teacher's leadership style is democratic
.85	Teacher shows patience in elaborating instructions
.86	Teacher accepting/integrating student ideas into class discussion

Table 2-continued

Loading	Description
	Teacher's Relationship with Students
.84	Teacher seemed to like the students
.84	Degree of patience displayed by teacher in correcting errors
.82	Students seemed to like the teacher
-.81	Teacher used as punishment: scolding
.77	Students' eagerness to respond without fear
.75	Teacher's acceptance of students with special needs
.75	Supportiveness of teacher and students of each other
-.75	Response to unsanctioned behavior: order to stop
.74	Affective integration of students with special needs
.74	Positive affect
.74	Effectiveness of handling behavioral disturbances
-.73	Frequency of loud corrections by teacher
.71	Teacher enthusiasm
.71	Amount of encouragement in academic areas
.71	Negative affect
	Classroom Constraints Factor
.92	Crowdedness of classroom with most efficient use of space
-.90	Crowdedness of classroom, number of students versus dimensions of room
.86	Comfort level of room through year
-.58	Response to unsanctioned behavior: isolation or separation
.58	Adequacy of space for students' belongings

Table 3

Correlation Matrix of Management and Achievement Variables From the First Three Weeks of School

(n = 26)

	Off-task, Unsanctioned	On-task Engagement	General Effectiveness Reader Rating	Reading achievement	Math achievement	Reading residual	Math residual	Observer Rating Factor Score
Off-task, Unsanctioned		-.92**	-.71**	-.27	-.36	.03	-.09	-.34
On-Task Engagement			.77**	.35	.32	.02	.02	.41*
General Effectiveness Reader Rating				.24	.32	.13	.22	.91**
Reading achievement					.81**	.36	.43*	.04
Math achievement						.19	.47**	.09
Reading residual							.47**	.34
Math residual								.20
Observer Rating Factor Score								

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*p < . 05.

**p < .01.

Table 4

Correlation Matrix of Management and Achievement Variables From the Rest of the School Year

(n = 26)

	Off-task, Unsanctioned	On-task Engagement	General Effectiveness Reader Rating	Reading achievement	Math achievement	Reading residual	Math residual	Observer Rating Factor Score
Off-task, Unsanctioned		-.88**	-.89**	-.20	-.32	-.12	-.20	-.83**
On-Task Engagement			.82**	.15	.29	.18	.11	.76**
General Effectiveness Reader Rating				.19	.24	.36	.35	.92**
Reading achievement					.81**	.36	.43*	.04
Math achievement						.19	.47**	.10
Reading residual							.47**	.34
Math residual								.20
Observer Rating Factor Score								

*$p \leq .05$.

**$p \leq .01$.